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ABSTRACT

This framework is designed to help Idaho schools develop a social studies curriculum and to formulate realistic goals for themselves and their students. The guide is correlated to Idaho's performance-based documents and the state-approved social studies textbooks. The framework is built around the 10 themes for social studies developed by the National Council for the Social Studies. The sections of the book include: (1) "Introduction"; (2) "Questions and Answers on Performance Based Education"; (3) "Curricular Alignment"; (4) "Curricular Frameworks"; (5) "Elementary Grades (K-4)"; (6) "Idaho 4th Grade Benchmarks"; (7) "Middle Grades"; (8) "Idaho 8th Grade Benchmarks"; (10) "Secondary (9-12) Grades"; (11) "Secondary Exit Performance Standards"; and (12) "Bibliography." (EH)

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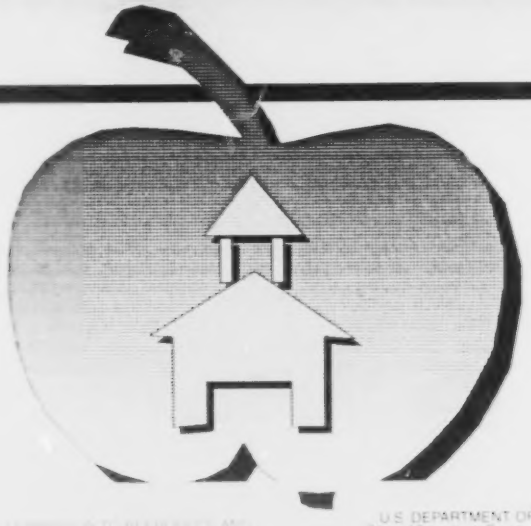
IDAHO K-12 SOCIAL STUDIES CONTENT GUIDE AND FRAMEWORK



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J.L. Evans

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IDAHO

K-12 SOCIAL STUDIES CONTENT

GUIDE AND FRAMEWORK

1994

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K-12 SOCIAL STUDIES CONTENT GUIDE AND FRAMEWORK

ACKNOWLEDGEMENTS

The State Department of Education sincerely appreciates the professionalism, expertise, and effort of the "Framework Writing Team." The team accepted the responsibility of developing a guide for excellence in social studies education for Idaho's students, teachers, parents, and schools. Without the team's contribution to the development of this document, the guidance provided would fall far short of meeting the needs of Idaho's students.

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FOREWORD

In February of 1994, a 12 member writing committee assembled to write Idaho's K-12 Social Studies Content Guide and Framework. The committee was composed of educators involved in classroom teaching from the kindergarten through 12th grade level, administrators and college level personnel, and staff of the State Department of Education. The committee's resources included materials from other states and national organizations, Idaho's performance based education documents, state-approved social studies textbooks, as well as suggestions from our local school districts on what Idaho's framework should be.

This framework has been designed to help schools develop a social studies curriculum and program and formulate some realistic goals for themselves and their students. It is not our purpose to outline methods and procedures nor to recommend activities, projects, units, or plans for students and teachers. These are adequately treated in the teacher manuals of state-adopted textbooks and curriculum frameworks developed by local districts. The State Department of Education recommends that all Idaho public school districts use this framework as a basic resource.

I commend each person who participated in the writing of this framework. This document should serve the public schools well and ensure quality social studies instruction for Idaho students.

Jerry L. Evans
State Superintendent
of Public Instruction

This document is intended to be a working implementation resource for schools, teachers, and patrons as the school develops its social studies program. For the coming year, this document is considered to be open for review and revision. The State Department of Education invites comments from students, teachers, administrators, and parent. Please feel free to forward any comments regarding this document to:

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Introduction

"Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a . . . democratic society . . . ."

- NATIONAL COUNCIL FOR THE SOCIAL STUDIES, 1992

The purpose of this framework is threefold. First, this document is intended to establish high expectations, on a par with those of the leading industrialized nations of the world, of what all students should know and be able to do. As a public statement, it clarifies for teachers, parents, students, evaluators, and policy makers what is successful achievement and therefore allows all parties to judge how well schools are performing and students are achieving on well-defined standards for success. Most importantly, this Idaho framework emphasizes the importance of equity in the learning opportunities and resources to be provided all students in our schools. This framework renders wholly unacceptable present practices that continue to deny large sectors of children equal educational opportunities and adequate preparation for success in the increasingly demanding economic, political, and social world they enter as young adults.

This framework, on the other hand, does not enforce a single state curriculum. The standards of the framework can be implemented under any of a variety of curriculum plans. Local districts are, and must continue to be, free to determine how best to implement standards within the context of local priorities and student needs. Thus, some districts may choose to integrate standards in history with those in literature and the arts for a humanities-centered core curriculum. Some may integrate standards in the sciences, mathematics, and perhaps geography. Others may choose to integrate history, geography, and civics in a social studies/social science core. Still others, presently the majority of schools in the nation, will continue to offer courses in U.S. and world history at several levels in the curriculum. In short, this framework, while clarifying the goals toward which schools should be striving, mandates no single curriculum plan for getting there.

VISION STATEMENT

The informed social studies student understands and applies to personal and public experiences the content perspectives of the several academic fields of the social studies. Equally important, the informed social studies student exhibits the habits of mind and behavior of one who respects the relationships between education (learning) and responsibility to promote the common good.

Given the realities of today's world and the desire to carry the ideals of Idaho into the future, we must create a new vision for our work as social studies educators. That vision must motivate us toward a commitment to extend the promise of full scholarship and citizenship to each person in Idaho. Our work should illuminate the essential connection between social studies, learning democratic values, and positive citizenship. As a people, our first priority--our first public policy goal--is to ensure our survival as a free nation through the development of students who can assume the office of citizen.

Through equal access to quality social studies education, all Idaho high school graduates will understand and value lifelong learning, and possess the knowledge, skills, and attitudes to:

* learn.
* use critical thinking and reasoning ability to solve problems.
* work independently and in groups.
* communicate effectively in all forms.
* understand, integrate, and use information and knowledge already acquired.
* maintain personal, emotional, and physical well-being.
* contribute to society as caring, responsible, and thoughtful citizens.
* understand and appreciate ethnic and racial differences.

MISSION STATEMENT

Every student, regardless of ethnic background, gender, or ability, will start school ready to learn. Every student will be educated to the upper limits of his or her intellectual potential. All students will develop knowledge, skills, and appreciation of their responsibilities as citizens, workers, and lifelong learners.

Schools will be places where learning social studies is exciting and challenging. Successful schools are places, not spaces. When students conceive of school as a space, they focus on "getting through it" as quickly as possible. Our responsibility as social studies educators is to imagine and create places of learning. Goals should be clearly stated and expectations high. Schools will be equipped with state-of-the-art technology, allowing teachers to focus on each student's needs and to serve as instructors, mentors, and motivators. Educators, parents, and communities will share responsibility for helping students prepare themselves to perform productively and be active members of their community.

National Council of the Social Studies
Curriculum Standards

Ten Themes

- Culture
- Time, Continuity, and Change
- People, Place, and Environment
- Individual Development
- Individuals, Groups, and Institutions
- Production, Distribution, and Consumption
- Power, Authority, and Governance
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

Characteristics of an Excellent Social Studies Program

- Provides Necessary Conditions for Teaching and Learning
- Integrates Knowledge from Several Disciplines
- Provides Balance of Breadth and Depth
- Helps Develop Cognitive and Social Skills
- Gives Attention to Values, Beliefs, and Democratic Ideals
- Includes Study of Persistent Public Issues
- Fosters Inquiry
- Emphasizes Decision Framing, Decision Making, and Problem Solving
- Encourages Application of Knowledge and Skills to Real World Concerns
- Encourages Active Participation in Social and Civic Life

Social Studies Standards
Goals/Exit Performance Standards

A social studies program designed around the subject area goals will challenge students to progress toward achieving the Exit Performance Standards. Following is a matrix illustrating the relationship between the Idaho Social Studies Goals and the Exit Performance Standards.

STATE GOALS ↓	EXIT PERFORMANCE STANDARDS						
	Communicate Effectively	Use Knowledge Effectively	Solves Problems Effectively	Is Creative and Original	Determines Quality	Collaborates with Others	Is a Lifelong Learner
Have equal access to instruction and the study of social studies.							
Demonstrate knowledge of societal issues by gathering, analyzing, and interpreting data.							
Demonstrate a critical understanding of the history, geography, institutions, traditions, and values of the United States.							
Communicate a knowledge about family history and local history and geography.							
Become more effective citizens and take an active part in solving problems at the local, state, and national levels of government.							

Questions and Answers on Performance Based Education

WHY SHOULD IDAHO CHANGE TO PERFORMANCE BASED EDUCATION?

The world is changing. As our society moves from the industrial age to the information age, schools must be redesigned to prepare students for the future. To be successful, students must become life-long learners who can work with others, communicate clearly, apply what they have learned in practical ways, recognize quality, and be creative and original problem solvers. Performance based education ensures that students master both traditional basic skills (phonics, reading, writing, math, spelling, grammar, social studies, and science inquiry) and additional basic skills that emphasize application and use of what has been learned.

WHAT IS PERFORMANCE BASED EDUCATION?

Performance based education clearly defines what students are expected to know and be able to do with their knowledge. Students are periodically evaluated to determine their progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress or skill development are advanced to more challenging material.

WHAT ARE ADDITIONAL BASIC SKILLS?

In Idaho we call them *exit performance standards*. We believe that in addition to demonstrating proficiency in the traditional basics, students who graduate from Idaho high schools must be able to:

1) communicate clearly and effectively;
2) use knowledge and information effectively;
3) solve problems;
4) be creative and original;
5) determine quality;
6) work cooperatively with others; and
7) learn effectively throughout life.

These *exit performance standards* are additional basics that students must acquire in order to live and work in a complex and changing world.

HOW IS PERFORMANCE BASED EDUCATION DIFFERENT FROM TRADITIONAL TEACHING METHODS?

In traditional methods, teachers present material, students study and do homework, students are tested, the grades are recorded, and the class moves on to the next topic--whether or not everyone has learned the information.

In performance based education, a student must demonstrate what they know and are able to do in a given discipline. Thus performance based education is more attentive to the individual student's progress.

DOES PERFORMANCE BASED EDUCATION "DUMMY DOWN" THE CURRICULUM SO THAT ALL STUDENTS ARE LEARNING LESS?

Just the opposite. Performance based education sets uniform standards for all students. To demonstrate proficiency, a student must meet a rigorous predetermined standard. Because the standards set high expectations for all students, students will learn more. Idaho's own Direct Writing Assessment program, now in its 10th year, is a good example: the quality of students' writing has improved during this time because the tough standards go hand-in-hand with solid preparation.

HOW DOES PERFORMANCE BASED EDUCATION TEACH STUDENTS TO THINK?

Performance based education requires students to analyze, synthesize, evaluate, internalize, and apply what they have learned. Students are also taught to evaluate their own progress and set goals for improvement.

WHAT ARE THE DIFFERENCES BETWEEN TRADITIONAL TESTING AND PERFORMANCE BASED ASSESSMENT?

A traditional pencil and paper test requires that students show what they have learned. They do not have to demonstrate what they can do with what they know, and they are not able to demonstrate the depth and breadth of their knowledge. Grades are often reported as the percentage of test questions answered correctly. It is possible to receive credit by mastering as little as 60 percent of the information (usually a "D").

In a performance assessment, students are expected to answer two questions: *What do you know?* and *What can you do with what you know?* Students show their basic knowledge and understanding through a variety of activities that demonstrate their level of proficiency. This kind of assessment not only requires thorough knowledge of the basic skills, but requires students to demonstrate this knowledge through projects, performances, experiments, research, essays, critiques, and other practical activities.

WHAT ARE PERFORMANCE BASED ASSESSMENT STANDARDS?

Performance based assessment standards describe the student's level of proficiency in meeting the *exit performance standards*:

4) **Advanced:** The student goes beyond the basic requirements, demonstrates a thorough understanding of the exit performance standards, and communicates those concepts clearly and easily.

3) **Proficient:** The student meets the basic requirements and communicates these concepts clearly and easily.

2) **Developing Toward proficiency:** The student meets some, but not all, of the basic requirements. He or she has difficulty in communication.

1) **Minimum Development Toward Proficiency:** The student meets few of the basic requirements set forth in the *exit performance standards* and is unable to communicate in a clear and thoughtful way.

HOW WILL CHANGING TO PERFORMANCE BASED ASSESSMENT AFFECT CLASSROOM TEACHING?

Classrooms of the future may look quite different. Instead of the teacher standing in front of the room lecturing for 50 minutes, students will work separately--and together--to produce products (writing portfolios, art portfolios, exhibits, plays, poems, science experiments, math demonstrations) or performances (typing tests, dramatic and musical performances, or oral debates). The teacher will decide on the content and purpose of each lesson, but the students will learn through active involvement.

DOES PERFORMANCE BASED ASSESSMENT REPLACE COLLEGE ENTRANCE EXAMS?

No. However, a number of colleges are no longer requiring students to take entrance exams, but are requesting that students send "portfolios" (collections) of their work in a particular subject. A performance assessment would be an important part of a student's portfolio.

WHAT HAPPENS TO THE GIFTED AND TALENTED STUDENT?

Performance based assessment is particularly good for the gifted and talented student. Now students demonstrate their proficiency only to the limit of the traditional test. With open-ended performance based assessment, these students can truly demonstrate their gifts and talents. Thus, gifted students are identified early and given more challenging material.

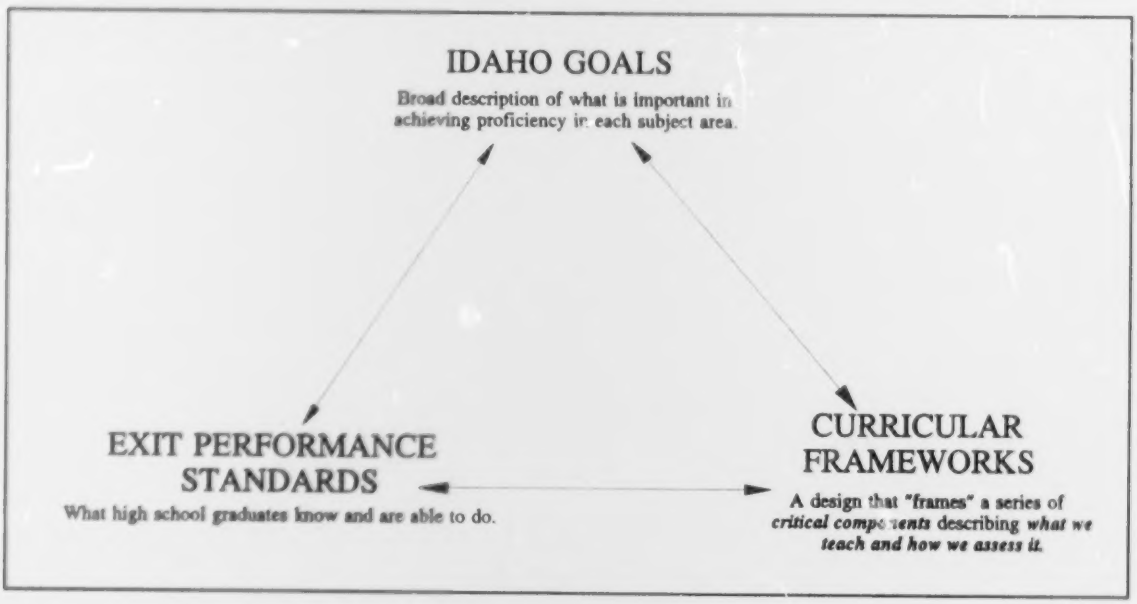
DOES PERFORMANCE BASED EDUCATION TEACH "VALUES CLARIFICATION"?

No. What it does is require students to go beyond the memorization of facts and show how to use what they know.

WILL PERFORMANCE BASED ASSESSMENT TAKE PLACE AT EVERY GRADE LEVEL?

Yes, although often this is informal assessment by teachers. Formal assessment will probably occur at grades 4, 8, and 11. Students will also be tested in traditional ways so that their progress can be compared to national scores.

Curricular Alignment

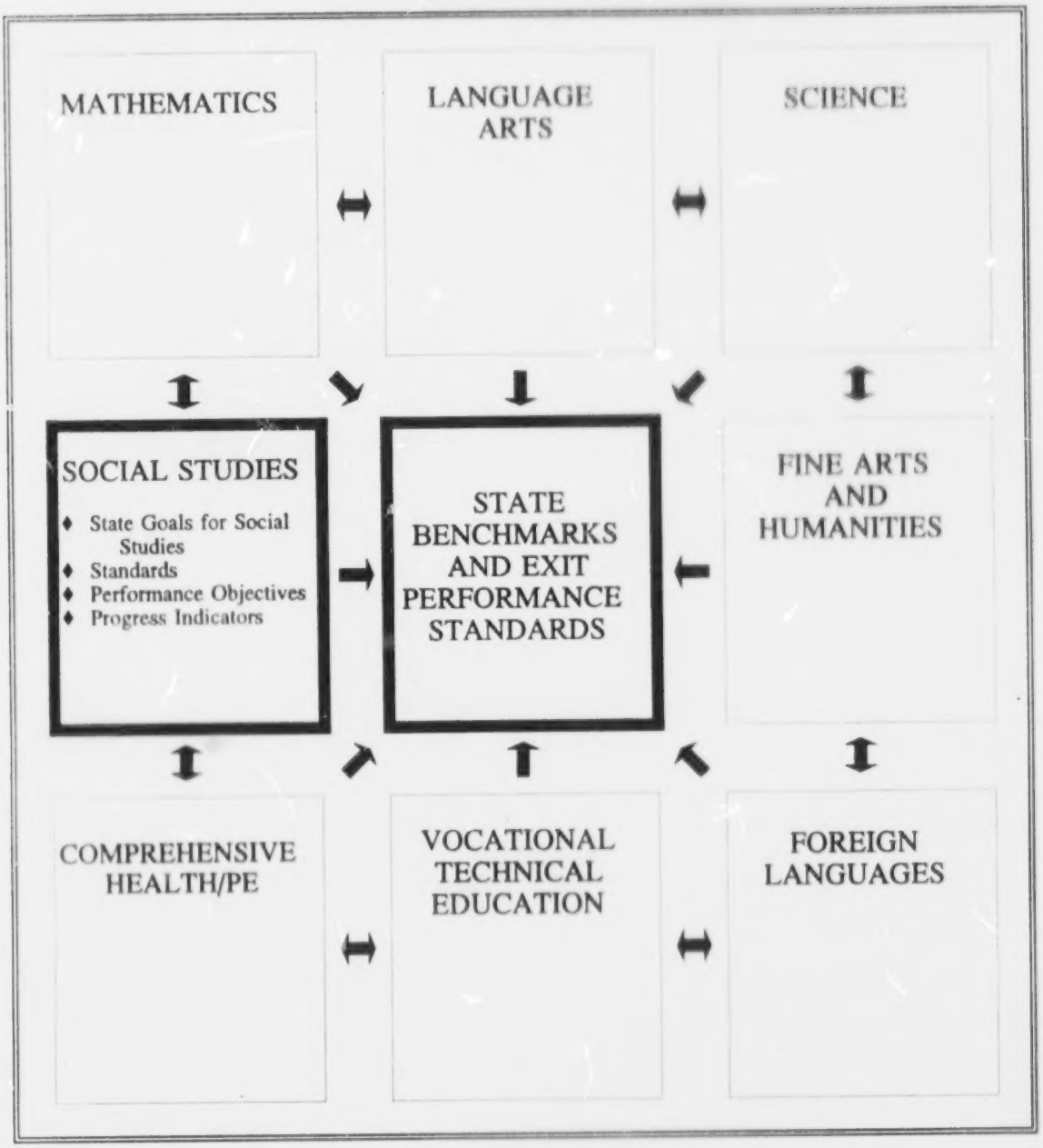

IDAHO GOALS
Broad description of what is important in achieving proficiency in each subject area.
EXIT PERFORMANCE STANDARDS
What high school graduates know and are able to do.
CURRICULAR FRAMEWORKS
A design that "frames" a series of critical components describing what we teach and how we assess it.

Curricular Frameworks

The Curricular Frameworks describe the scope and sequence of instruction and learning within each curriculum area. Working from the foundation of State Curriculum Goals and Content Standards, Grade-level Goals and Objectives have been identified. Recommended teaching and assessment practices are included.

Collectively the Curricular Frameworks address the Exit Performance Standards by encouraging the integration of student learning across the curriculum areas. The integration of learning is supported by the acquisition of knowledge and skill in each curriculum area, and it is enhanced by encouraging integrated instruction.

Curricular Frameworks



Introduction to Elementary Grades

The teaching of social studies is of primary importance in the elementary classroom. Classes must enable students to become informed individuals, making reasonable decisions as citizens of a diverse democratic community.

Schools must offer an interesting and challenging social studies curriculum to provide students with quality learning experiences and offer opportunity for success that will affect students' responsibility as citizens.

A holistic integrated social studies curriculum should encourage exploration, with opportunities and activities that encourage collaboration of students in small and large groups.

STANDARDS

In order to ensure what should be learned at K-4 grade levels, instructors must place significant emphasis on:

- Culture
- Time, Continuity, and Change
- People, Place, and Environments
- Individual Development
- Individuals, Groups, and Institutions
- Production, Distribution, and Consumption
- Power, Authority, and Governance
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

SKILLS

Specific skills and values are generally not specified in the individual content standards, although both represent important social studies learning. At what points in the curriculum particular skills are introduced and reinforced depends on the specific lessons used in conjunction with a particular standard. It is important, however, that the overall social studies program include *all* the skills; communicate; use knowledge, information, and technology effectively; solve problems; assess quality; and be a creative and original lifelong learner.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. identify commonalities and differences among peoples.
2. identify and suggest ways of handling tensions within and across groups.
3. recognize the value of cultural changes, as well as cohesion, within and across groups.
4. show ways that language, works of art, literature, and music transmit culture.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Photos of students from other countries are displayed in the classroom. Students categorize their similarities and differences, i.e. all made up of same internal organs (heart); all differ in what kinds of music we listen to; our skin is a different color. Students show understanding by building a Similarities/Differences chart. Categorizing and organizing the material serve as criteria for evaluating understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate an understanding that various people may describe the same event in various ways.
2. demonstrate an ability to correctly use vocabulary associated with time (e.g., *past*, *present*, *future*, and *long ago*).
3. read and construct simple time lines.
4. identify examples of change, and recognize examples of cause and effect.
5. demonstrate an understanding that people in different times and places view the world differently.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Kindergarten students view pictures of children of their same age from the past. The students listen to stories detailing these students' mode of transportation and communication. Students role play given situations dealing with transportation and communication. Students also draw pictures of different styles of clothing. Pointing to pictures of people and events, given the prompts "past" or "present," serves as criterion to evaluate evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of space and place.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate the use of geographic tools and resources (e.g., maps and atlases, computer data bases, and other programs).

2. propose and evaluate alternative uses of environments and resources.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Using building blocks (such as Legos), students create a map of a "town," with connecting streets, including a store, a school, a park, and a popular fast-food restaurant. Ability to visit specified locations serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. describe personal changes over time.
2. describe personal connections to place.
3. describe the unique features of nuclear and extended families.
4. describe examples of processes of human growth and development including behavior, learning, and affect.
5. identify and describe ways family and community influence the individual's daily life and personal choices.
6. explore the influence of perception on the development of personal identity.
7. analyze a particular event to identify reasons individuals might respond to the same happenings in different ways.
8. work independently and cooperatively to accomplish goals.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students draw pictures of their family, indicating each person's role in the community. Ability to identify and introduce each family member serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. describe and categorize patterns of behavior in the interactions of individuals, groups, and institution.

2. identify and describe examples of tensions between individuals, groups, or institutions.

3. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher announces to the kindergarten class that a new student will be coming to their classroom for an hour a day. The new student, "Emily,"is in a wheel chair. The class members sit on the rug and share ideas about "helping" Emily when she is in the classroom. Their behavior shows the class's understanding when Emily comes.

Production, Distribution, and Consumption Grade K

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. describe how economic systems are composed of many groups, such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.

2. describe how we depend upon workers with specialized skills and how this results in the exchange of goods and services.

3. apply knowledge of economic concepts in developing a response to a current local economic issue, e.g., how to reduce the flow of trash into a rapidly filling landfill.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The students talk about workers who cook and bake. They take a "field trip" to the school kitchen. The workers/cooks show the students how they mix chocolate chip cookies. The students can help put the cookies on the cookie sheet. During the baking, they can peek through the window in the oven door and watch the cookies bake. They then sit down with the workers who cook and bake and have a cookie with a glass of milk. Back in the classroom, the children find pictures to show what they learned about these workers.

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. examine the rights and responsibilities of individuals in relation to their social groups.

2. describe ideas and mechanisms that regulate territory, manage conflict, and establish order and security.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students generate their own list of guidelines for their classroom along with appropriate consequences and rewards. Compliance, fairness, and understanding serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. identify and describe examples in which science and technology have led to changes in the physical environment.

2. identify different examples of technology used in the home.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students in the class design and implement a program to reduce, reuse, and recycle classroom papers. They plant a tree on the playground to "replace" the paper they use. Participation and behavior serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe how language, art, music, belief systems, and other cultural elements can both connect people and cause misunderstandings.

2. describe the effects of technology on the global community.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students listen to adults who are speaking a language that the students do not speak. The leader may demonstrate anger, affection, sadness, or happiness. The students then dictate what they perceive as the message and compare it to the speaker's words. Participation and clear explanation of misunderstanding serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. identify key ideals of the democratic republican form of government (e.g., power, liberty, justice, equality, the rule of law, individual human dignity, and others), and describe how these ideals are either reflected or missing in specific situations.

2. identify examples of a citizen's responsibilities.

3. recognize that a variety of formal and informal factors influence and shape public policy.

4. recognize and interpret how the common good can be strengthened through various forms of citizen action.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students act out situations found in everyday life involving other people. Students indicate if a given situation is just or unjust. Participation and appropriate choices during role playing serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. identify commonalities and differences among peoples.
2. recognize that experiences may be interpreted differently by people viewing them from various cultural perspectives and frames of reference.
3. show ways that language, works of art, literature, and music transmit culture.
4. identify and suggest ways of handling tensions within and across groups.
5. recognize the value of cultural differences, as well as cohesion, within and across groups.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students discuss instances of tension found in literature or in real life situations. They then list possible choices that the people involved could make and consequences of the choices. Clarity, depth of justification, and participation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate an understanding that different people may describe the same event in various ways.

2. demonstrate an ability to correctly use vocabulary associated with time (e.g., *past*, *present*, *future*, and *long ago*), read and construct simple time lines, identify examples of change, and recognize examples of cause and effect.

3. demonstrate an understanding that people in different times and places view the world differently.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher provides an hour glass, a wind-up clock, a battery operated clock, and an electric clock. The teacher introduces the changes in technology of clocks. Students then brainstorm definitions of "time" and discuss the idea that technology has no effect on the concept of time. Students draw pictures depicting the passage of time and share their pictures with other peers. Clarity and thought put into pictures serve as criteria to evaluate evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of space and place.

PERFORMANCE OBJECTIVES

All students will:

1. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.

2. explain and apply elements of scale, symbols, and direction in the creation and use of maps.

3. demonstrate the use of geographic tools and resources (e.g., maps and atlases, computer data bases, and other programs).

4. propose and evaluate alternative uses of environments and resources.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- After singing "Over the River and Through the Woods," each student researches and then draws a picture of the route to their Grandmother's house. Clarity of explanation serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. describe personal changes over time.
2. describe personal connections to place.
3. describe the unique features of nuclear and extended families.
4. describe examples of processes of human growth and development including behavior, learning, and affect.
5. identify and describe ways family and community influence the individual's daily life and personal choices.
6. explore the influence of perception on the development of personal identity.
7. analyze a particular event to identify reasons individuals might respond to the same happenings in different ways.
8. work independently and cooperatively to accomplish goals.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students bring in their old baby clothes, toys, and pictures. They compare them to current clothes, toys, and pictures. Students then make a "memories board" to explain the items and why they conjure memories. Participation and clarity of explanation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. describe and categorize patterns of behavior in the interactions of individuals, groups, and institutions.

2. identify and describe examples of tensions between individuals, groups, or institutions.

3. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher has read the story of the *Three Billy Goats Gruff* to the students. The students sit on the story rug and share ideas of good and bad behaviors of the troll and the three goats. They might share how they will be good goats or bad trolls on the playground. The students are evaluated on the description and categorizing of behaviors and upon the transfer of responsible interactions to their own actions.

Production, Distribution, and Consumption Grade 1

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. describe how economic systems are composed of many groups, such as families and workers.

2. describe how we depend upon workers with specialized skills and how this results in the exchange of goods and services.

3. apply knowledge of economic concepts in developing a response to a current local economic issue, e.g., how to reduce the flow of trash into a rapidly filling landfill.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The first grade class is taking a field trip to a dairy. They watch the cows being milked and follow the milk to the bulk tank on the farm, to the bottling process, and to the grocery store. When they return, the children find pictures to show sequenced steps of the special workers bringing milk from the farm to their breakfast cereal. Participation and clarity of explanation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. examine the rights and responsibilities of individuals in relation to their social groups.

2. describe ideas and mechanisms that regulate territory, manage conflict, and establish order and security.

3. recognize how groups and organizations respond to unity and variety to maintain order.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students play "I Really Like ..." a game in which all students but one sit in chairs facing center. The center child gives an attribute (e.g., blonde, tall, freckles, thin) and all children with this attribute exchange seats, leaving one new person remaining standing. Acceptance and appreciation of differences within a group serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. identify and describe examples in which science and technology have led to changes in the physical environment.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students observve areas where modern communication and transportation technology (e.g., telephone wires and roads) is not evident. They list pros and cons to these environmental changes. Participation and clarity of presentation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe how language, art, music, belief systems, and other cultural elements can both connect people and cause misunderstandings.

2. describe the effects of technology on the global community.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students make a video tape about themselves and send it to other students outside the continental United States. They send the same information through letters and pictures to other areas. Students compare the effectiveness of the messages sent and the time required to receive them in each geographical area. Thoroughness and clarity of presentation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. identify key ideals of the democratic republican form of government (e.g., power, liberty, justice, equality, the rule of law, individual human dignity, and others), and describe how these ideals are either reflected or missing in specific situations.

2. identify examples of a citizen's responsibilities.

3. recognize that a variety of formal and informal factors influence and shape public policy.

4. recognize and interpret how the common good can be strengthened through various forms of citizen action.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The students participate in experiments involving predetermined prejudices (i.e., eye color, shoe style, hair style) and list reactions to unfair reactions by peers. Participation and completeness of lists serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. identify commonalities and differences among peoples.
2. recognize that experiences may be interpreted differently by people viewing them from various cultural perspectives and frames of reference.
3. show ways that language, works of art, literature, and music transmit culture.
4. identify and suggest ways of handling tensions within and across groups.
5. recognize the value of cultural differences, as well as cohesion, within and across groups.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher and students bring samples of hats (i.e sombrero, cowboy hat, derby, straw sun hat) to class. Students write about the similarities and differences of the hats. Ability to recognize differences and the ability to describe differences and suggest causes serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate an understanding that different people may describe the same event in various ways.

2. demonstrate an ability to use correctly vocabulary associated with time (e.g., *past*, *present*, *future*, and *long ago*), read and construct simple time lines, identify examples of change, and recognize examples of cause and effect.

3. demonstrate an understanding that people in different times and places view the world differently.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students clip pictures from magazines of modes of transportation. The students then glue the pictures in a timeline fashion (from past to present to future). Students report and share products in small groups. Organization and reasoning for placement of pictures serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of space and place.

PERFORMANCE OBJECTIVES

All students will:

1. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.

2. explain and apply elements of scale, symbols, and direction in the creation and use of maps.

3. explain and apply key geographic dimensions of culture, such as region, diffusion, ecology, and integration.

4. demonstrate the use of geographic tools and resources (e.g., maps and atlases, computer data bases, and other programs).

5. propose and evaluate alternative uses of environments and resources.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students become penpals with students from a different environmental setting (i.e. rural school with an urban school). Students explain how their environmental setting affects what they do for recreation. Clarity, thoroughness, and personal reflectiveness in their letters serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. describe personal changes over time.
2. describe personal connections to place.
3. describe the unique features of nuclear and extended families.
4. describe examples of processes of human growth and development including behavior, learning, and affect.
5. identify and describe ways family and community influence the individual's daily life and personal choices.
6. explore the influence of perception on the development of personal identity.
7. analyze a particular event to identify reasons individuals might respond to the same happenings in different ways.
8. work independently and cooperatively to accomplish goals.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The students address an envelope to themselves, including street address, city, and state. The envelopes are exchanged, and the students write a message to be mailed to the home to the addressees. Completeness of task serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. describe and categorize patterns of behavior in the interactions of individuals, groups, and institutions.

2. identify and describe examples of tensions between individuals, groups, or institutions.

3. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher invites a police officer to the classroom to lecture on the police department and its job of protecting individuals and promoting the common good. Students write an explanation of the job of the police department. Clarity, depth, and quality of written product serve as criteria for evaluating evidence of understanding.

Production, Distribution, and Consumption Grade 2

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. describe how economic systems are composed of many groups, such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.

2. describe how we depend upon workers with specialized skills and how this results in the exchange of goods and services.

3. apply knowledge of economic concepts in developing a response to a current local economic issue, e.g., how to reduce the flow of trash into a rapidly filling landfill.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher has a local business person come and speak to the class (i.e., a potato farmer or hay rancher could talk about their product and explain how and to where it is shipped). Students then draw pictures showing the sequence of events in this person's business (i.e. the crops being grown, harvested, and sold). The sequencing of steps in the process serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. examine the rights and responsibilities of individuals in relation to their social groups.

2. describe ideas and mechanisms that regulate territory, manage conflict, and establish order and security.

3. recognize how groups and organizations respond to unity and variety to maintain order.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students discuss the reasons for having rules. Students are divided into groups of three or four to brainstorm rules that would be appropriate for their classroom. Students choose two of their best rules and share them with the entire class. Each student then chooses five of the rules. The teacher explains about majority in a voting system. Students vote on the rules for their classroom. Later, students discuss in small groups how they felt about having a say about the rules which will govern them. Choice of rules demonstrates student's understanding of reason for rules and how voting allows them a say in which rules will govern them.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. identify and describe examples in which science and technology have led, or could lead, to social change.

2. identify and describe examples in which science and technology have led to changes in the physical environment.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher shows pictures of old road systems in use when horses were the mode of transportation. Students discuss the pictures and the types of transportation available in that time. The teacher then shows pictures of modern road systems and modern modes of transportation. Students discuss how technology has made physical changes in the environment. Accuracy and clarity of explanation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe how language, art, music, belief systems, and other cultural elements can both connect people and cause misunderstandings.

2. describe the effects of technology on the global community.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher and students read an American version of a fairy tale; they then read the Chinese version of the same fairy tale. The students discuss how they are the same. They share other fairy tales from other countries. Based on ideas found in the fairy tale, the class discusses how all people are connected. Ability to recognize similarities and human connections serves as criterion for evaluation.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. identify key ideals of the democratic republican form of government (e.g., power, liberty, justice, equality, the rule of law, individual human dignity, and others), and describe how these ideals are either reflected or missing in specific situations.

2. identify examples of a citizen's responsibilities.

3. recognize that a variety of formal and informal factors influence and shape public policy.

4. recognize and interpret how the common good can be strengthened through various forms of citizen action.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The class brainstorms a list of things that students could do in their school building which demonstrate good citizenship (i.e., pick up trash on the playgrounds, recycle trash). Students make posters stating these duties of citizens. Clarity, attractiveness, and message of posters serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. identify commonalities and differences among peoples.
2. recognize that experiences may be interpreted differently by people viewing them from various cultural perspectives and frames of reference.
3. show ways that language, works of art, literature, and music transmit culture.
4. identify and suggest ways of handling tensions within and across groups.
5. compare the ways that various groups, societies, and cultures address similar issues.
6. recognize the value of cultural differences, as well as cohesion, within and across groups.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students read or listen to samples of literature reflecting various current and historical cultures, such as ***Brer Rabbit*** (South) and ***Why Mosquitos Buzz in People's Ears*** (African). By creating a collage or diorama, the students show ways they transmit cultural information. Creativity, level of sorting, and presentations serve as criteria for evaluation of evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate an understanding that different people may describe the same event in various ways.

2. demonstrate an ability to use correctly vocabulary associated with time (e.g., *past*, *present*, *future*, and *long ago*), read and construct simple time lines, identify examples of change, and recognize examples of cause and effect.

3. demonstrate an understanding that people in different times and places view the world differently.

4. use knowledge of facts, concepts, and methods of history to inform decision making about public issues and action taken on them.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Working in separate teams, students plan an overnight camping trip, one group by wagon train and the other by modern car. Students then come back together and compare time involved, comfort levels, conveniences considered, food, and shelter comparisons. Ability to categorize and show comparison serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of space and place.

PERFORMANCE OBJECTIVES

All students will:

1. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.

2. explain and apply elements of scale, symbols, and direction in the creation and use of maps.

3. read, infer from, and construct visual representations of geographic information (e.g., maps and globes).

4. explain and apply key geographic dimensions of culture, such as region, diffusion, ecology, and integration.

5. demonstrate the use of geographic tools and resources (e.g., maps and atlases, computer data bases, and other programs).

6. identify the social economic effects of environmental changes and crises on communities.

7. propose and evaluate alternative uses of environments and resources.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students develop a local game of Carmen Sandiego. Placing Carmen near a local geographic spot, they give clues which require the searcher to read and infer from a map they have constructed. The students work to find the location. The production of the game and the ability to find the location serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. describe personal changes over time.
2. describe personal connections to place.
3. describe the unique features of nuclear and extended families.
4. describe examples of processes of human growth and development, including behavior, learning, and affect.
5. identify and describe ways family and community influence the individual's daily life and personal choices.
6. explore the influence of perception on the development of personal identity.
7. analyze a particular event to identify reasons individuals might respond to the same happenings in different ways.
8. work independently and cooperatively to accomplish goals.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Children read stories of families of other cultures and several different family structures. The class describes the unique features and differences of the nuclear and extended families through brainstorming and doing individual collages. Comparison and organization of collages and presentations serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. describe and categorize patterns of behavior in the interactions of individuals, groups, and institutions.

2. identify and describe examples of tensions between individuals, groups, or institutions.

3. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The students and their teacher establish a "buzz" session to deal with inappropriate behaviors or concerns. The process has three techniques to deal with a problem before it comes before the "buzz" session. When a confrontation occurs, students "walk" away or "talk" it over. If these techniques fail, they "squawk" to a teacher and bring it to the "buzz" session. The students brainstorm to decide how the individual needs can be met as well as the needs of others. These activities could be carried out through role-playing. Participation, creativity, and follow-up behavior of the class serve as criteria for evaluating evidence of understanding.

Production, Distribution, and Consumption Grade 3

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. describe how economic systems are composed of many groups, such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.

2. describe how we depend upon workers with specialized skills and how this results in the exchange of goods and services.

3. describe how the price of a commodity in our economic system is related to how much of it there is (supply) and how many people want it (demand).

4. describe two or three systems for deciding how much of a product to make, how to distribute it, and for what price to sell it.

5. use economic concepts such as supply, demand, and price to help explain events in the community and nation.

6. apply knowledge of economic concepts in developing a response to a current local economic issue, e.g., how to reduce the flow of trash into a rapidly filling landfill.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- A class store is set up, stocked with school supplies. Each student is provided with the same amount of "play" money. Store items are initially priced low, then prices are raised as demand increases and supply decreases. Following the simulation, students reflect on reasons for the increase in price. The students' ability to express and suggest causes serves as criterion for evaluating evidence of understanding. (Follow-up discussions of this activity should occur.)

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. examine the rights and responsibilities of individuals in relation to their social groups.

2. examine the general purposes and characteristics of various systems of governance.

3. describe ideas and mechanisms that regulate territory, manage conflict, and establish order and security.

4. recognize how groups and organizations respond to unity and variety to maintain order.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Third grade students examine "Student's Code of Conduct" (or a similar document). Students individually select rules that they believe are unfair or unimportant and explain their choices. These rules are listed on a chart. Students then create short stories or plays that illustrate what might happen in the absence of one of the rules. The stories and plays can spark classroom discussion about the need for each rule listed. Following these activities, each student writes up procedures for enforcement of one of the rules, who should have authority, and why. Clarity, depth of justification, and quality of the written product serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. identify and describe examples in which science and technology have led, or could lead, to social change.

2. identify and describe examples in which science and technology have led to changes in the physical environment.

3. suggest ways to control technology in order to protect the physical environment, individual rights, and the common good.

SAMPLE PROGRESS INDICATOR

All students, will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Using Lego blocks, salt clay, or other appropriate medium, students create a futuristic robot to do homework. Students present to the class and to parents the description of how the robot will work, including step by step drawings. Students explain how this robot will change the schools and homework of the future. Creativity, presentation of practicality, and salesmanship in selling the product to parents serve as criteria for evaluating evidence of understanding

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe how language, art, music, belief systems, and other cultural elements can connect people, as well as cause misunderstandings.

2. describe the effects of technology on the global community.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher explains that a student named Manuel Yanes has written a letter to the class. He is from Venezuela and obtained the teacher's name from his teacher through an international organization to which the teacher also belongs. In his letter, Manuel tells a great deal about himself, including that his favorite sport is "futbol." He also sends several pictures, one of which is a team holding a soccer ball. He has labeled the picture "My futbol team." The teacher might ask the class if Manuel's word *futbol* is related to the English word *football*? Students work to find the answer and then write a letter to Manuel in which they explain their use of the terms *football* and *soccer*. They might also want to tell him a little bit about football and ask him some questions about how soccer is played in Venezuela.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. identify key ideals of the democratic republican form of government (e.g., power, liberty, justice, equality, the rule of law, individual human dignity, and others), and describe how these ideals are either reflected or missing in specific situations.
2. identify examples of a citizen's responsibilities.
3. explain action citizens can take to influence public policy.
4. recognize that a variety of formal and informal factors influence and shape public policy.
5. recognize and interpret how the common good can be strengthened through various forms of citizen action.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Following the reading of "The Legend of the Bluebonnet," or a similar story in which a child sacrifices for the common good, students discuss the meaning of the terms *sacrifice* and *common good*. Students then individually create products (stories, poems, story strips, dioramas, or others) through which they tell stories about a way one might have to give up something valued in order to make things better for all. Clarity of communication and the degree to which the product captures the essence of sacrificing one's personal wants for the good of a group serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. identify commonalities and differences among peoples.
2. recognize that experiences may be interpreted differently by people viewing them from various cultural perspectives and frames of reference.
3. show ways that language, works of art, literature, and music transmit culture.
4. identify and suggest ways of handling tensions within and across groups.
5. compare the ways that various groups, societies, and cultures address similar issues.
6. recognize the value of cultural differences, as well as cohesion, within and across groups.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Each student reads a work of children's literature concerning a culture other than the student's own, within and beyond the United States (e.g., *Chicken Sunday* [African American and Jewish], *How Many Days to America* [Haitian], *Molly's Pilgrim* [Russian], *Island of the Blue Dolphins* [Pacific Islanders]). The students then prepare charts that use pictures or words to illustrate both similarities and differences in beliefs or practices between their own culture and those introduced in the literature. Individual students present their findings to the class, explaining each section of the chart. Accuracy, presentation, and clarity of explanation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate an understanding that different people may describe the same event in various ways.

2. demonstrate an ability to correctly use vocabulary associated with time (e.g., *past*, *present*, *future*, and *long ago*), read and construct simple time lines, identify examples of change, and recognize examples of cause and effect.

3. identify various sources for constructing the past (e.g., documents, letters, diaries, maps, and textbooks) and demonstrate an understanding that in writing about the past, historians may disagree, but must provide reasons for what they claim.

4. compare and contrast stories about past events and draw inferences explaining why people might describe the same event differently.

5. use knowledge of facts, concepts, and methods of history to inform decision making about public issues and action taken on them.

6. demonstrate an understanding that people in different times and places view the world differently.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- In cooperative groups, students research the trip of Lewis and Clark from several sources (e.g., diaries, documents, and textbooks). On a large poster, they construct a Venn diagram sharing important differences and similarities of different authors. Students present their projects to the class. Comparison, presentation, categorizing, and cooperation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of space and place.

PERFORMANCE OBJECTIVES

All students will:

1. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.

2. explain and apply elements of scale, symbols, and direction in the creation and use of maps.

3. read, infer from, and construct visual representations of geographic information (e.g., maps and globes).

4. demonstrate the use of geographic tools and resources (e.g., maps and atlases, computer data bases, and other programs).

5. explain and apply key geographic dimensions of culture, such as region, diffusion, ecology, and integration.

6. explain how historical events in all cultures have been influenced by physical and human geographic factors.

7. identify the social economic effects of environmental changes and crises on communities.

8. propose and evaluate alternative uses of environments and resources.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students draw a map of Idaho and add a compass rose, the capital of the state, their home town, mountains, two large lakes, and two large rivers. Organization of the map, location of landmarks and cities, and use of information in creating and presenting the map serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. describe personal changes over time.
2. describe personal connections to place.
3. describe the unique features of nuclear and extended families.
4. describe examples of processes of human growth and development including behavior, learning, and affect.
5. identify and describe ways family and community influence the individual's daily life and personal choices.
6. explore the influence of perception on the development of personal identity.
7. analyze a particular event to identify reasons individuals might respond to the same happenings in different ways.
8. work independently and cooperatively to accomplish goals.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students are provided a copy of a news photo which contains several unfamiliar characters, where a degree of action is implied, and there is some ambiguity as to what is happening. After a reasonable amount of time to examine the photos, students describe in writing "what they saw," as if under oath. Students then move into groups of five or six and share their descriptions. They should take note of differences they hear from one witness's version to another. They then prepare individual written statements describing two or three discrepancies noted and why discrepancies in observation have occurred.

Ability to recognize differences, ability to describe differences and suggest causes, and the degree to which students express recognition that the way an individual views an incident reflects personal beliefs, experiences, and attitudes serve as criteria for evaluating evidence of understanding. (A follow-up discussion of this activity and its purpose and value should occur.)

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. describe and categorize patterns of behavior in the interactions of individuals, groups, and institutions.

2. identify and describe examples of tensions between individuals, groups, or institutions.

3. analyze group and institutional influences on people, events, and elements of culture.

4. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- As a group, students brainstorm issues of concern within their community. Working in small groups or individually, they choose one issue to address. They then investigate whether there are organizations within the community that target this concern, and, if so, what each does. They bring this information back to the class members, who select three or four issues for further effort and, working in small focus groups, develop a proposal (to present to the appropriate organizations) suggesting ways they can become involved. Thus, one or more community service efforts are undertaken. Students keep individual journals of their activities during the process described above and those that follow in which they become personally involved. Journals should reflect not only actions taken, but also their personal responses to those actions. Clarity, thoroughness, and personal reflectiveness in journal entries serve as criteria for evaluating evidence of understanding.

Production, Distribution, and Consumption Grade 4

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. describe how economic systems are composed of many groups, such as families, banks, workers, labor unions, government agencies, small businesses, and large corporations.

2. describe how we depend upon workers with specialized skills and how this results in the exchange of goods and services.

3. describe how the price of a commodity in our economic system is related to how much of it there is (supply) and how many people want it (demand).

4. describe two or three systems for deciding how much of a product to make, how to distribute it, and for what price to sell it.

5. use economic concepts such as supply, demand, and price to help explain events in the community and nation.

6. apply knowledge of economic concepts in developing a response to a current local economic issue, e.g., how to reduce the flow of trash into a rapidly filling landfill.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students select sites to which they might like to go for a three-day vacation. Given information about prices of gas, food, and lodging, each student creates a budget for the trip. Students should include additional expenses, such as tickets to attractions, souvenirs, and snacks. Students write a cover letter to their parents showing this is a "good buy" or worthwhile destination. Thoroughness, accuracy of calculations, and quality of presentation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. examine the rights and responsibilities of individuals in relation to their social groups.

2. examine the general purposes and characteristics of various systems of governance.

3. describe ideas and mechanisms that regulate territory, manage conflict, and establish order and security.

4. recognize how groups and organizations respond to unity and variety to maintain order.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- In preparation for a field trip to visit the legislature in session, the class views and discusses a video called "How a Bill Becomes a Law." The class divides into two groups to write, debate, and vote on their bills. Organization, presentation, and evidence of understanding of the process serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. identify and describe examples in which science and technology have led, or could lead, to social change.

2. identify and describe examples in which science and technology have led to changes in the physical environment.

3. suggest ways to control technology in order to protect the physical environment, individual rights, and the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Each student "invents" a machine to perform a particular function (e.g., a voice-activated notebook insert that records homework assignments). Each student prepares a full description of the machine, which includes drawings, a written "effect statement" that identifies and analyzes any implications the machine might have for users, and the social settings in which it will be used. The effect statement should address any ethical or legal issues the machine might generate. Creativity, level of analysis, and quality of effect statement serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe how language, art, music, belief systems, and other cultural elements can connect people, as well as cause misunderstandings.

2. describe the effects of technology on the global community.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The fourth grade class reads stories of Christmas in other lands. The children divide into six groups. Each team chooses a country and plans and produces a costumed musical production for the December PTA meeting. Effective research strategies and presentation serve as criteria to evaluate understanding.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. identify key ideals of the democratic republican form of government (e.g., power, liberty, justice, equality, the rule of law, individual human dignity, and others), and describe how these ideals are either reflected or missing in specific situations.
2. identify examples of a citizen's responsibilities.
3. explain action citizens can take to influence public policy.
4. demonstrate the ability to locate, access, organize, and use information about an issue of public concern.
5. recognize that a variety of formal and informal factors influence and shape public policy.
6. examine how public opinion may influence personal decision making and government policy on public issues.
7. recognize and interpret how the common good can be strengthened through various forms of citizen action.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The students decide they want to take civic responsibility for their school and grounds. They prepare presentations to ask the other fourth grade classes to join in the activities. They decide to recycle paper within each class room and to keep the playground clean. Other ideas are to beautify the flower beds, keeping them weed free and planting flowers. Presentations to the classes, the organization of activities, participation, and recognition of civic responsibilities serve as criteria for evaluating evidence of understanding.

Idaho 4th Grade Benchmarks

The Idaho 4th grade benchmarks require mastery of basic skills and subject knowledge. Students' proficiency in these benchmarks will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho 4th Grader

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **collaborates with others.**
- **determines quality.**
- **is a lifelong learner.**

What follows is a more complete statement of each benchmark and a list of traits which describe each benchmark in more detail.

1. **An Idaho 4th grader communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- Communication is organized, and flows sequentially. The order, structure, and presentation are well organized and address issues in a clear and direct manner.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form -- The communication conveys the intended message in an interesting, precise, and natural way. Words, and visual aids are used appropriately to enhance the presentation.

- Fluency -- The elements of spoken communication (including pronunciation, enunciation, inflection, and projection) are developing.

- Conventions -- Written communication involves grammar, capitalization, punctuation, usage, spelling and paragraphing that enhances the overall quality of the communication. Errors tend to be few and minor so that the communication is not interrupted.

2. **An Idaho 4th grader locates, organizes and uses knowledge, information, and technology effectively.**

   LIST OF TRAITS

   - Reading -- Written information is read with accuracy and understanding.

   - Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

   - Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.

   - Organization of Information -- Information and knowledge are employed. Clear criteria are employed to select relevant and accurate information and knowledge for presentation and use. Information is effectively organized using clear criteria to select materials.

3. **An Idaho 4th grader can identify and describe problems or issues and develops effective strategies for addressing those concerns.**

   LIST OF TRAITS

   - Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.

   - Development and Implementation Strategies -- Alternative strategies for solving or addressing problems, issues or projects are identified.

   - Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 4th grader demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are explored.

5. **An Idaho 4th grader critiques and evaluates the quality of work products and process.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified and ideas for improvement are discussed.

6. **An Idaho 4th grader demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Behavior -- Personal behavior in group activities is monitored and consideration for individual differences is demonstrated.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed. Conflict resolution skills are used to solve group problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 4th grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Priorities and attainable goals are identified.

- Self-esteem -- A positive vision for self and others is developed. There is a positive desire to learn.

- Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.

- Responsibility -- Responsibility for own actions is assumed.

- Adaptability -- Changes and challenges encountered are dealt with in a positive way.

- Skills of Strategic Learner -- A variety of strategies for learning are explored.

Introduction to Middle Grades

Realizing that Idaho middle grades reflect a wide variety of organizational patterns, including junior high, intermediate elementary, extended elementary, middle, non-graded, and multi-graded schools, the writers of this framework purposely avoided breaking these standards into grade levels. A student centered program recognizes that students in grades five through eight are undergoing greater physiological, psychological, and social re-orientation than at any other period in their lives.

As a framework, these standards should be used to formulate curricula suited to particular classrooms and school districts. They may be related to specific courses at specific grade levels. They are necessarily broad and flexible so that regional and local situations can be explored. The sample assessments are included to stimulate educators to develop, mold, and change to meet the needs of their students.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. describe commonalities and differences among cultures.
2. show the effect of geography on culture.
3. show how information and experiences may be interpreted by people from various cultural perspectives and frames of references.
4. describe how the elements of culture (e.g., the arts, language, traditions, beliefs and values, behavior patterns, and artifacts) relate to each other and make up an integrated whole.
5. describe and analyze alternatives within and across cultures for dealing with social tensions and issues.
6. explain why individuals and groups respond to change as they do given shared assumptions, values, and beliefs.
7. demonstrate the value of cultural differences, as well as cohesion, within and across groups.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students discuss how material culture (i.e., items that can be seen and felt) differs from non-material culture (i.e., ideas, beliefs, attitudes, etc.) and use photos and stories to develop descriptions of culture. Ability to distinguish material from non-material elements, and clarity and depth of presentation serve as criteria for evaluating evidence of understanding.
- Following a unit on a specific world culture and an in-depth discussion of what it means to be culturally sensitive, each student assumes the role of a news reporter and prepares a list of questions to use in interviewing a real or imaginary visitor

from the culture being studied. The questions should be framed in such a way as to reflect sensitivity to cultural beliefs, practices, and values. Following peer review, each student revises and submits final copy to the news editor (teacher) for evaluation. The degree to which questions elicit useful information, the quality of the written form, and the level at which questions reflect sensitivity to cultural attributes serve as criteria to evaluate evidence of understanding.

- Students define the component parts of culture and write a description of his or her own culture using those parts. Identification of components, categorization of personal cultural elements, and organization of presentation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate an understanding that historians may describe the same event in different ways.

2. identify and use key concepts (such as chronology, causality, change, conflict, and complexity) to explain, analyze, and show connections among patterns of historical change.

3. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

4. analyze varying interpretations of historical events and draw conclusions from given information.

5. use knowledge of facts, concepts, and methods of historical inquiry to aid in decision making about public issues and action taken on them.

6. develop critical sensitivities regarding attitudes, values, and behaviors of people in various historical contexts.

7. apply the geographic theme of movement to interpret the present and to anticipate and plan for the future.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students explain the meaning of the expression "Act locally; and think globally." Organization of presentation and clarity of reasoning serve as criteria for evaluating evidence of understanding.

- Each student selects a contemporary social issue or problem (e.g., treatment of Native Americans) and develops a historical "background piece." The student should

demonstrate the ability to use a variety of sources, including sources that present various points of view, and to evaluate the validity of claims. This could be structured as an individual or group project. The outcome may be presented as a written paper, a debate, a feature news article, or some other form. The student could be asked either to take and defend a position on the chosen issue or simply to present the various alternatives. Depth of research, organization of presentation, and clarity of reasoning serve as criteria for evaluating evidence of understanding.

- The students examine a contemporary or historical issue from the perspective of two or more historical figures. A small group of students could prepare a round table discussion in which each student takes the role of a particular historical figure in the discussion. Students should demonstrate the ability to assume the perspective of the given character. Depth of research, organization of presentation, and clarity of reasoning serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among people, place, and environment.

PERFORMANCE OBJECTIVES

All students will:

1. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.
2. explain and apply elements of scale, symbols, and direction in the creation and use of maps.
3. read, infer from, and construct visual representations of geographic information (e.g., maps and globes).
4. explain and apply key geographic dimensions of culture, such as region, diffusion, ecology, and integration.
5. demonstrate the use of research tools and resources (e.g., maps, atlases, computer data bases, satellite imaging technology, and geographic information systems).
6. infer ways that the natural and built environments interact with culture using a variety of experiences (including field study) and a variety of sources (including works of art and literature).
7. explain how historical events in all cultures have been influenced by physical and human geographic factors.
8. identify the social economic effects of environmental changes and crises on communities.
9. propose and evaluate alternative uses of environments and resources.
10. describe past and current patterns of global connections and interdependence, use several forms (including maps) to illustrate these patterns, and project likely future trends from the information.
11. explain the creation of human places from natural spaces.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Each student prepares a flow diagram that shows how the production of a basic commodity (i.e., potatoes, lumber, technology) results in relationships between various regions. Organization and presentation of project serve as criteria for evaluating evidence of understanding.

- Students use maps and other graphics to show how regions change from decade to decade and how these changes affect regional characteristics. Organization of presentation and clarity of reasoning serve as criteria for evaluating evidence of understanding.

Individual Development and Identity — Middle Grades

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. describe personal changes over time.
2. describe personal connections to place.
3. describe the ways family, gender, ethnicity, institutional affiliations, and nationality contribute to personal identity.
4. apply concepts from the study of human growth and development, including perception, behavior, learning, and motivation.
5. identify and describe ways regional, ethnic, national, and global cultures influence individuals' daily lives.
6. explore the influence of perception, attitudes, values, and beliefs on personal identity.
7. analyze a situation to identify reasons that individuals might respond to the same happenings in different ways.
8. work independently and cooperatively within groups and institutions to accomplish goals.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students create "Primary Source" mystery sacks - paper bags filled with primary sources (e.g., birth certificates, diplomas, wedding announcements, military records, diaries, etc.) compiled by students on an individual member of their family. Students trade sacks and analyze the contents. Students then construct a life events time line about the mystery person and write a "best guess" biography. Students

share the results with the owner of the mystery sack to check accuracy. Students share their reflections on becoming a "history detective" with the class.

- Each student selects and examines a recent personal choice of some importance (e.g., the decision to try out for the honor band, not to go camping this year, or to try to make friends with a new classmate). Students consider what factors went into making the decision, including personal wants and needs, personal talents or interests, and the influence of family members, peers, media, and other institutions. Each student charts this information, sorting influences (both pro and con), and attaching to each a "weight" indicating the degree of influence. Through student-teacher consultations or class presentations (the latter should be optional), students describe and show how their decisions were reached. Thoroughness, degree to which conclusions are justified by the student, and quality of presentation serve as criteria for evaluating evidence of understanding.

Individuals, Groups, and Institutions

Middle Grades

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. describe the various forms institutions take and explain how they develop.
2. understand the process, pattern, and function of human settlement.
3. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
4. identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.
5. identify and describe examples of tensions between belief systems and government policies and laws.
6. apply knowledge of how groups and institutions work to meet personal needs and to promote the common good.
7. analyze groups and institutional influences on people, events, and elements of culture.
8. evaluate the role of institutions in furthering both continuity and change.
9. understand the consequences of the interaction between human and physical systems.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students examine the role various institutions (e.g., religious, social, or political) play or played in a historical or current event. Each student then creates an editorial cartoon that reflects the effect one of the institutions had on the event. Effectiveness of such an activity will be influenced by the degree of students'

previous exposure to editorial cartoons. Ability to accurately identify the role of the institution(s) in the event, and clarity and quality of presentation in cartoon format (not artistic ability) serve as criteria for evaluating evidence of understanding.

- Students select a lobbying group. The students identify an interest promoted by that lobby, examine the issues involved, and see how those interests may or may not conflict with the common good. Depth of research, clarity of reasoning, and ability to describe all sides of the issues serve as criteria for evaluating evidence of understanding.

- Students interview representatives of local groups who are in conflict over use of space, such as a neighborhood opposed to the building of a new highway. Students will produce a finished product (i.e. article, video, editorial) to express the results of the interview. Quality of questions asked, organization of finished product, and clarity of reason serve as criteria for evaluating evidence of understanding.

Production, Distribution, and Consumption

Middle Grades

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. explain the changes in the defining, distribution, and importance of natural resources.

2. explain how the scarcity of productive resources (natural, human, and real capital goods) requires the development of economic systems to make basic decisions about how goods and services are produced and distributed.

3. explain and illustrate how values and beliefs influence economic systems.

4. describe patterns found among interdependent institutions that make up economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations).

5. describe the role of specialization and exchange in the economic process.

6. give economic explanations for the distribution and migration of human populations.

7. describe the role that basic supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.

8. compare basic economic systems according to how they determine what is produced, distributed, and consumed.

9. use economic concepts to help explain both historical and current social issues, as well as predict and influence the future.

10. use economic reasoning to compare proposals for handling a contemporary social issue (e.g., unemployment, acid rain, or high quality education).

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students map the triangular trade routes of the 16th and 17th centuries between North America, Africa, and Europe, and explain how trade influenced the history of these continents. Accuracy of maps, quality of presentation, and depth of research serve as criteria for evaluating evidence of understanding.

- Students check clothing and other household product labels to obtain information about where these products are made. As students learn that many of these products originate elsewhere in the world, they determine sources of information that might help them discover why this is the case (e.g., *World Almanac* or classroom guests from producing countries or local industry). Following this whole-class investigation, students discuss the "Buy America" and unemployment issues. If appropriate, the high cost of labor in this country, governmental regulations, and other influences may also be included. Students then take a personal position and write letters to their state legislators stating their position, providing rationale, and suggesting possible action that could be taken to alleviate the unemployment problem within their state. Participation in the investigation phase, clarity and defensibility of the letter, and feasibility of the suggested action serve as criteria for evaluating evidence of understanding.

- Students research and use data to analyze economic relationships between colonies and motherlands. Students create products (e.g., maps, charts and graphs, collages, videos, articles) to show these relationships. Quality of finished product, organization of presentation, and depth of research serve as criteria for evaluating evidence of understanding.

Power, Authority, and Governance — Middle Grades

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. examine persisting issues involving the rights, responsibilities, role, and status of the individual in relation to the general welfare.
2. explain the purposes of and describe alternative systems of government.
3. analyze and explain ideas and mechanisms to regulate territory, manage conflict, and establish order and security.
4. interpret the ways nations and organizations respond to forces of unity and variety affecting order and security.
5. analyze the dynamic relationships among concepts of a just society, patterns of change, and the needs and wants of individuals and groups.
6. explain conditions and motivations that contribute to conflict and cooperation within and among nations.
7. explain the forces that shape the geo-political divisions of the world.
8. evaluate the role of technology (e.g., transportation systems, weapons systems, communication systems, and information systems) in contributing to creating and resolving conflicts.
9. evaluate the extent to which governments realize their stated ideals at home and abroad.
10. explain and apply ideas, theories, and modes of inquiry drawn from political science to examine persistent issues and social problems.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students identify factors that contribute to conflict within and between countries (e.g., economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations, etc.). Each student prepares a product (e.g., charts, maps, videos, poems, articles) illustrating these factors and present them to the class. Quality and organization of presentation serve as criteria for evaluating evidence of understanding

- "Letters to the Editor" columns consistently place and misplace blame for action and inaction on the part of officials. Seventh grade students select several such letters and identify the issues and those blamed. They then write to the officials requesting a response to the accusation(s). Each student creates a visual presentation that demonstrates areas in which the accuser and the accused differ. The presentation should focus on the powers of the accused, whether the accused had the authority to act differently, and, thus, whether the letter writer had placed blame accurately. Accuracy, analysis, and quality of presentation serve as criteria for evaluating evidence of understanding.

- Each student identifies a contemporary international incident in which our government is involved. Students assess if our behavior abroad is consistent with our ideals at home. Each student creates a presentation to illustrate the activities in question and comment on the ideals demonstrated. Accuracy, analysis, and quality of presentation serve as criteria for evaluating evidence of understanding.

Science, Technology, and Society — Middle Grades

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. identify and describe the interaction of science, technology, and society.
2. show through specific examples how science and technology have changed society's perceptions of the human and natural world.
3. describe which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.
4. analyze the possible need of government playing a role in establishing laws and policies to govern scientific and technological research and applications.
5. recognize the influence of culture on scientific and technological choices and advancements.
6. seek reasonable and alternative solutions to problems that arise when scientific advancements and social standards or mores come into conflict.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students use data bases to create computer drawn thematic maps. Accuracy of maps, organization of information, and quality of presentation serve as criteria for evaluating evidence of understanding.
- Each student selects a particular scientific or technological advancement (past or present), traces its developmental history, and researches its social effects over a period of time following its introduction. From this research, large displays are created that use drawings, photographs, text, and other means to describe and illustrate findings. Collectively, displays may be organized into a "museum" of science, technology, and society for a social studies exposition. Accuracy, thoroughness, and quality of individual displays serve as criteria for evaluating evidence of understanding.

- Students research the science of genetics. Students discuss the pros and cons of genetically engineered vegetables versus genetically engineered animals. Depth of research, accuracy of information, and ability to support reasoning serve as criteria for evaluating evidence of understanding.

- Students discuss the possible inequities caused by some segments of the population (e.g., the poor, rural communities) not having access to the information highway. Students prepare visual displays on aspects of technological accessibility and share them with the class. Students explain how access to the information highway may have a positive or negative impact on individuals or communities. Quality of presentation, depth of research, and clarity of reasoning serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstandings.

2. offer examples of the conditions and motivations that contribute to conflict and cooperation between and among societies and nations.

3. describe and analyze the effects of technology on the global community.

4. explore the causes, consequences, and possible solutions to persisting, contemporary, and emerging global issues such as health, security, resource allocation, economic development, and environmental quality.

5. describe and evaluate the roles of international, multinational organizations, and corporations.

6. explain the relationship and tensions between national sovereignty and global interests.

7. demonstrate an understanding of universal human rights, concerns, standards, and issues.

8. explain how the earth's physical and human systems are connected and how they interact.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students map the global circulation systems for the atmosphere and oceans and analyze their relationships to human settlements. Students prepare visual displays showing their conclusions on how these systems have impacted human migration and colonization. Organization of display, clarity of reason, and accuracy of maps serve as criteria for evaluating evidence of understanding.

- Students do an audit of their individual households to find places of origin for items such as clothing, food, and appliances. Students chart the items they discover and create maps to relate the list to the major products of the exporting countries. Accuracy of maps, depth of research, and quality of presentation serve as criteria for evaluating evidence of understanding.

- Students each select a local business to which they have a degree of access (perhaps initiated by the teacher) and, through interviews, surveys, or letter writing, identify in which ways that business has international ties and with what countries. Such ties may take the form of workers from other countries, component parts or equipment originating outside of the United States, consumers of their products in other parts of the world, or parent companies outside this country. Each student develops a poster or similar display that graphically illustrates the international connections of a local business. Accuracy, thoroughness of effort to identify all possible connections, and quality of presentation serve as criteria to evaluate evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. understand the origins and continuing influence of key ideals of the democratic republican form of government, including power, liberty, justice, equality, the rule of law, and individual human dignity.

2. identify and interpret sources and examples of citizens' rights and responsibilities.

3. explain how dissent and related forms of citizen action influence public policy.

4. demonstrate the ability to locate, access, organize, and use information about selected public issues.

5. practice forms of civic discourse consistent with the ideals of citizenship in a democratic republic.

6. identify and explain the roles of formal and informal political participants in influencing and shaping public policy.

7. analyze how different forms of public opinion influence the development of public policy and decision making.

8. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.

9. explain the relationship between policy statements and action plans used to address issues of public concern.

10. practice strategies designed to strengthen the common good that consider a range of options for citizen action.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The class members consider a school or community issue where young people have voiced support or opposition. Students explain and evaluate how their strategies were effective or ineffective. Explanation of the issue and analysis of effectiveness of efforts serve as criteria for evaluating evidence of understanding.

- As part of a unit in which students have gathered information regarding social and civic problems within their school and community and how these problems are addressed, students develop desktop displays of their contributions to the common good over a given period of time. Each display focuses on one or two of the students' pet issues, demonstrates reflective consideration of effective ways for individuals to alleviate the problem(s) addressed, and demonstrates a plan to do so. Displays may take a variety of forms, from an album of photos with descriptive text, to artifacts that illustrate the student's efforts, to a journal that effectively provides an account of the student's experiences and reflections. Effectiveness of the displays' communication, demonstrated concern for the problem(s), and effectiveness of the plan to affect public awareness serve as criteria for evaluating evidence of concern and understanding.

- Examine a contemporary problem where there are competing definitions of justice and propose a solution that satisfies their concept of justice. Accuracy of information, analysis of the solution, and quality of solution proposed serve as criteria for evaluating evidence of understanding.

- Students evaluate concerns about crowded classes in their middle school and begin to explore the option of opening an additional middle school in their town. They develop a working group with students at other middle schools and meet with the superintendent to get input. When they present their data to the School Board, they find out that their plan would cost the taxpayers an average of $40 per year in added taxes for the foreseeable future. A group from the Senior Citizens' Center tells the students that they don't oppose the idea of better schools, but that the senior citizens need to have financial security; indeed, they have the right to a secure old age, and don't feel that they can support the additional costs.

  The students discuss how to reconcile the desires and the rights of each group. When they have completed a plan or alternative plans, they make a presentation both to the School Board and to the people at the Senior Citizens' Center.

Idaho 8th Grade Benchmarks

The Idaho 8th grade benchmarks for 8th graders are intended to reflect the core of instruction and to apply across curriculum content areas. They demand mastery and the integrated application of basic skills and content. The assessment of these benchmarks will be included in the Statewide Testing Program. Students will be asked to demonstrate attainment of these benchmarks through specific performance tasks.

An Idaho 8th Grader

- **can communicate effectively.**
- **can access and organize knowledge, information, and technology effectively.**
- **can solve problems.**
- **can be creative and original.**
- **can determine quality.**
- **can be a collaborative worker.**
- **is an effective life-long learner.**

In the following section, a more complete statement and a list of traits of a good performance of each benchmark are presented. The benchmarks are not independent from each other, but are qualities of skilled workers and competent and active citizens. High quality performance of a task is likely to depend on the demonstration of traits from the full set of benchmarks.

1. **An Idaho 8th grader can communicate effectively in written, oral and multi-media forms (including audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- Communication is clear, focused, and interesting. It is appropriate for the audience and holds their attention. Relevant anecdotes and details enrich the central theme and demonstrate an understanding of the content.

- Organization and Format -- Communication is organized; and the format of the presentation enhances the central idea or theme. The order, structure, and presentation are well organized and address issues in a clear and direct manner.

- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form of Presentation -- The communication conveys the intended message in an interesting, precise, and natural way. Words, models, and symbols are used appropriately to enhance the presentation.

- Fluency -- The communication has flow and rhythm. Elements of communication are significantly developed and consistent.

- Conventions -- The communication involves all of the conventions of written and oral language that enhance the overall quality of the presentation.

2. **An Idaho 8th grader can access and organize knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Sources of Knowledge and Information -- Relevant, comprehensive, and appropriate sources of content knowledge and information are identified and used in an efficient manner. Information technology is used in appropriate ways.

- Organization of Knowledge and Information -- Effective organization of knowledge and information is employed to enhance presentation and use. Clear criteria are employed to select relevant and accurate knowledge and information for presentation and use.

3. **An Idaho 8th grader can identify and describe problems, issues or projects and use knowledge, information, and technology to develop strategies for addressing and/or solving problems, issues or projects.**

LIST OF TRAITS

- Awareness and Identification -- Problems, issues or projects are clearly identified and understood.
- Components -- The components of problems, issues, or projects are presented using student and technologically generated figures, diagrams, maps, models, and other appropriate media.
- Development and Implementation Strategies -- Strategies for solving or addressing problems, issues or projects are identified, explored and evaluated. Clear and creative strategies, are selected and effectively implemented. In case of unexpected results, alternative strategies are explored.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 8th grader can demonstrate creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative applications and alternative methods in the design, production, and presentation of activities are developed and explored. Novel or creative applications of ideas or methods are used.
- Production and Presentation -- New understanding, methods, and products are generated. Presentation incorporates the appropriate use of current technology.

5. **An Idaho 8th grader can critique and evaluate the quality of work products and processes.**

LIST OF TRAITS

- Group and/or Self-evaluation -- Performances and work are critiqued by groups and individuals as appropriate.
- Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.

- Needs -- Areas for further improvement are identified. How improvements can be accomplished are discussed.

6. **An Idaho 8th grader can demonstrate the ability and skills to work collaboratively in a group activity.**

   LIST OF TRAITS

   - Behavior -- Behavior in group activities is self-evaluated and self-managed. Consideration for individual differences is demonstrated.
   - Team Skills -- Active listening and participation skills are used in group activities.
   - Feedback -- Constructive feedback on cooperative work is given and received.
   - Group Functioning -- Group functioning is assessed and managed. Conflict resolution skills are used to solve group problems.
   - Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 8th grader demonstrates characteristics of an effective life-long learner.**

   LIST OF TRAITS

   - Vision -- Goals and priorities are identified.
   - Self-esteem -- A positive vision for self and others is developed. A positive desire to learn is demonstrated.
   - Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.
   - Responsibility -- Responsibility for personal actions is demonstrated.
   - Adaptability -- Changes and challenges encountered are dealt with in a positive way. Appropriate modifications to plans and actions in response to changing circumstances are made.

Introduction to Secondary (9-12) Grades

The goal of the State is to have ALL students achieve in the social studies curriculum described in the content guide and framework. The important social studies exit performance standards, as established by the State in the State's "Performance Based" education model, must be addressed in ALL social studies courses.

This content guide and framework covers the critical concepts and basic skills that are inherent in the traditional courses offered at the high school level. The courses include:

Required Courses
- U.S. Government
- U.S. History
- Economics

Elective Offerings:
- Geography
- World History
- Sociology
- Psychology
- Law Related Education

All social studies courses in grades 9-12 will address objectives from each of the ten standards included in this framework. In order to accomplish this, more critical thinking and analytical skills will be developed and used.

A variety of classroom organizational methods (including independent and small group work) is encouraged. At all levels of social studies real-world problems should be included whenever possible. Each course should integrate material from other areas of social studies as well as other curricular areas.

In order to ensure appropriate learning at the 9-12 grade levels, instructors must place significant emphasis on:

- Culture
- Time, continuity, and change
- People, place and environments
- Individual development
- Individuals, groups, and institutions
- Production, distribution, and consumption
- Power, authority, and governance
- Science, technology, and society
- Global connections
- Civic ideals and practices

GOAL Social Studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. construct reasoned judgments about how various government systems respond to persistent human issues.

2. apply an understanding of culture that relates traditions, beliefs, values, and behavior patterns to one's political beliefs.

3. explain why individuals and groups respond to change in particular ways on the basis of shared assumptions, values, and beliefs.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher assigns students roles from the American Revolution, i.e. British Loyalists, American Patriots. Expressing opinions as those people, the students write an editorial: "Is the American Revolution Justified?" Clarity of reason, quality of presentation, and ability to support arguments serve as criteria for evaluating evidence of understanding.

- Students prepare a political opinion poll on current political issues. The students interview parents, community people, and teachers. The students bring the results back to class and prepare projects (i.e. displays, charts, videos, poems) to share the results with class members. Quality of the polling tool, accuracy of the information summary, and clarity of analysis of the resulting information serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate that historical knowledge and the concept of time are socially influenced constructs.

2. identify and describe selected periods or movements of significant historical change in American Government.

3. seek, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues.

4. use ideas, theories, and modes of inquiry drawn from history in the analysis of contemporary social arrangements, and to aid in taking informed action on political issues.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Class members hold a mock election in which students are subject to 1790's suffrage standards, then those of the 1860's, 1920's, 1950's, 1960's, and 1970's. Following the activity, students have a discussion on whether it is a right or a privilege to vote. Analysis of suffrage issues, clarity of reasoning, and ability to support arguments serve as criteria for evaluating evidence of understanding.

- Students actually become involved in community government organizations (e.g., elections, blood drives, recycling). Students keep a journal of activities in which they become involved and comment upon how they feel about the experience. After an appropriate period of involvement, students stage a community involvement exposition in their class. Individuals create desktop displays illustrating their experiences with the community groups. Students choose a message to promote in their displays. Participation, quality of display, and communication of message serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of individual development and identify.

PERFORMANCE OBJECTIVES

All students will:

1. predict how various people, having different frames of reference, would respond in various situations.

2. assess the role of various institutional influences on personal decision making.

3. describe the ways family, religion, ethnicity, nationality, socioeconomic status, and other group influences contribute to the development of a sense of self and of one's political socialization.

4. analyze the effect of attitudes, values, beliefs, and perceptions on the development of personal identity.

5. work independently and cooperatively within groups and institutions to accomplish goals.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Each student interviews their parents on their political values and attitudes and writes a one page paper comparing and contrasting their own values and attitudes with those of their parents. Depth of interview and ability to compare and contrast values serve as criteria for evaluating evidence of understanding.

- Have students keep a journal on their experiences with the law for one week and use these experiences for the basis of a group discussion. Students should record every instance where the law influences their activities (i.e. traffic laws, parking tickets, sales taxes, truancy laws, etc.). Students select one law from those discussed and explore the impact on their lives if the law were no longer in place. Ability to analyze how law impacts them and support arguments for and against the law serves as criterion for evaluating evidence of understanding

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.
2. analyze and evaluate the influence of groups and institutions on people, events, and elements of culture.
3. describe the various forms institutions take and how they change over time.
4. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
5. examine and describe belief systems basic to specific traditions and laws.
6. explain the role of belief systems (e.g., religious, social, economic, political, and intellectual) in historical and contemporary social movements.
7. apply knowledge of how groups and institutions work to meet individual personal needs and promote the common good.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students trace changes in social institutions by selecting a figure from history (e.g., Rosa Parks, Linda Brown, Franklin Roosevelt) and explain this person's effect on how American Government operates today. Students may prepare a presentation (e.g., written paper, poem, video) to illustrate how a single individual can impact government operation. Depth of investigation, quality of presentation, and ability to support arguments serve as criteria for evaluating evidence of understanding.

Production, Distribution, and Consumption — American Government

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. explain and illustrate how values and beliefs influence economic systems.
2. describe the various institutions that constitute economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations).
3. describe the role of specialization and exchange in the economic process.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Each student selects a nation and its economic and governmental institutions. Students compare and contrast these systems with those of the United States. Students visually display this information through maps, charts, graphs, and pictures. Analysis of systems, accuracy of information, quality of presentation, and ability to compare and contrast serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. compare various political systems--their ideologies, institutions, processes, and political cultures.
2. compare the ways nations and organizations respond to conflicts between forces of unity and forces of individuality.
3. evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
4. identify and explain the purposes of government.
5. explain conditions and motivations that contribute to conflict and cooperation within and among nations.
6. explain ideas, theories, and modes of inquiry drawn from political science and apply them to the examination of persistent issues and social problems.
7. describe and analyze the use, abuse, and limits of power and authority in relation to the needs, wants, and rights of individuals and groups and to concepts of a just society.
8. examine persistent issues involving the rights, roles, and status of individuals in relation to the general welfare.
9. analyze and explain ideas and mechanisms to regulate territory, manage conflicts, and establish order and security.
10. evaluate the role of technology (e.g., transportation systems, weapons systems, communication systems, and information systems) in contributing to the creation and resolution of conflicts.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Using a variety of media (newspapers, magazines, etc.), each student selects a world society. Students create and mount displays regarding the protection or violation of human rights in their chosen society. Students compare and contrast these societies in regards to human rights. Students answer the question "Are these societies violating the Declaration of Human Rights or other human rights treaties?" Analysis of information, quality of display, and depth of research serve as criteria for evaluating evidence of understanding.

- Students research a controversial international issue (e.g., NAFTA, Bosnia) and hold a classroom debate. Accuracy of information, depth of research, and ability to support arguments serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. evaluate various policies that have been proposed to deal with social changes resulting from new technologies.

2. analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.

3. formulate strategies and develop policies for influencing public discussions associated with technology-society issues, (e.g., the greenhouse effect).

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students develop position papers on a variety of current issues that have a scientific or technological component (e.g., loss of privacy due to computers, government regulation, medical research). Accuracy of information, depth of research, and clarity of reasoning serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. analyze the causes, consequences, and possible solutions to persistent contemporary issues and emerging global issues such as health, security, resource allocation, economic development, and environmental quality.

2. explain conditions and motivations that contribute to conflict or cooperation between and among societies and nations.

3. describe and evaluate the role of international and multinational organizations in the global arena.

4. explain the relationship and tensions between national sovereignty and global interests.

5. demonstrate an understanding of universal human rights, concerns, standards, and issues.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students divide into teams to compare nations with socialized medicine and those with privately financed health-care systems. Students analyze, compare, and contrast systems through discussion, then write position papers supporting their views on these two types of systems. Ability to analyze, compare, and contrast systems serves as criterion for evaluating evidence of understanding.

- The teacher assigns students to write an editorial on possible or alleged violation of human rights by American multinational companies in foreign nations. Depth of research, accuracy of information, and ability to support arguments serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. analyze the role of dissent and related forms of citizen actions as efforts to influence and change public policy.
2. analyze a variety of public policies and issues from the perspective of formal and informal political actors.
3. evaluate the significance of public opinion from a variety of perspectives in influencing and shaping public policy development and decision making.
4. explain the origins and continuing influence of key ideals of the democratic republican form of government, including power, liberty, justice, equality, the rule of law, and individual human dignity.
5. evaluate the degree to which public policy and citizen behaviors realize the stated ideals of a democratic republican form of government.
6. identify and interpret sources and examples of the rights and responsibilities of citizens.
7. practice forms of civic discourse consistent with the ideals of citizens in a democratic republic.
8. demonstrate the ability to locate, access, organize, and use information about public issues.
9. construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.
10. participate in activities to strengthen the common good by advising others of possible options for citizen action.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students create role-play situations on such controversial issues as gun control or capital punishment. Class members divide and discuss opposing sides of the issues. Students evaluate and discuss how these issues impact upon society as a whole and upon individual freedom. Analysis of issues and ability to support arguments serve as criteria for evaluating evidence of understanding.

- With the teacher assuming the role of dictator, the students are informed that they will be allowed to keep only four articles of the Bill of Rights. In small groups, they select the four that they feel are most important. The groups come together to share their choices and justify their selections. Ability to analyze the Bill of Rights, make decisions, and support arguments serves as criterion for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. predict how data and experiences may be interpreted by people from different cultural perspectives and frames of reference.
2. interpret patterns of behavior reflecting values and attitudes that contribute to or interfere with cross-cultural understanding.
3. construct reasoned judgements about specific cultural responses to persistent human issues.
4. identify commonalities and differences among cultures.
5. apply an understanding of culture that relates traditions, beliefs, values, behavior patterns, and artifacts.
6. demonstrate the value of both cultural differences and cohesion within and between groups.
7. explain why individuals and groups respond to change in particular ways on the basis of shared assumptions, values, and beliefs.
8. explain and apply ideas, theories, and modes of inquiry drawn from history and government to the local, state, and national level.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The class is divided into various "ethnic" groups. Students do an in-depth study of the impact of that culture on American history. Students present their findings to the class through reports, videos, displays, etc. Depth of research and quality of presentation serve as criteria for evaluating evidence of understanding.

- Students interview someone who immigrated to the United States. They compare and contrast this person's family customs, traditions, and heritage with those of the students. Quality of questions and comparison of cultural elements serve as criteria for evaluating evidence of understanding.

- Students research various ethnic recipes found in the United States and examine their origins. Students discuss how these recipes found their way into American diets. Students may prepare some of the dishes discussed and share them with the class. Participation and depth of research serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study for the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate that historical knowledge and the concept of political parties are socially influenced constructs.

2. employ processes of historical inquiry such as using a variety of sources and checking the credibility of those sources, validating and weighing evidence for claims, and searching for causality.

3. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections, among patterns of historical change and continuity.

4. identify and describe the selected periods or movements of significant historical change within and across cultures such as the development of ancient river valley civilizations, the rise of nation-states or the industrial revolution.

5. seek, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues.

6. use ideas, theories, and modes of inquiry drawn from history in the analysis of contemporary social arrangements, and to aid in taking informed action on persistent issues.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students make a time line showing the development of the automobile, airplane, television, or other major technological development. In a report, students explain how these developments affect their lives. Clarity and organization of report and analysis of impact on personal lives serve as criteria for evaluating evidence of understanding.

People, Place, and Environment

United States History

GOAL Social studies programs should include experiences that provide for the study of space and place.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate the use of geographic resources (e.g., maps, atlases, computer data bases, and other programs).

2. read, infer from, and construct visual representations of geographic information (e.g. maps and globes).

3. infer ways that natural and man-made environments interact with culture, using a variety of experiences (including field study) and a variety of sources (including works of art and literature).

4. identify the social and economic effects of environmental changes and crises on communities.

5. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.

6. explain and apply elements of scale, symbols, and direction in the creation and use of maps.

7. propose and evaluate alternative uses of environments and resources.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Have students create maps of Europe before World War I, after World War I, after World War II, and today. Students discuss how these borders and boundaries change politically over time. Accuracy of maps and analysis of changes serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. identify and analyze examples of tension created when expressions of individuality conflict with efforts used by groups and institutions to promote social conformity.
2. analyze and evaluate the influence of groups and institutions on people, events, and elements of culture.
3. describe the various forms institutions take and how they change over time.
4. apply social concepts, such as role, status, and class, in describing the connections and interactions of individuals, groups, and institutions in society.
5. examine and describe belief systems basic to specific traditions and laws.
6. explain the role of belief systems (e.g., religious, social, economic, political, and intellectual) in historical and contemporary social movements;
7. evaluate the role of institutions in furthering both continuity and change in society.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Following discussion of the creation of government institutions, the students develop charts of the New Deal agencies. The students choose five of these agencies and show how they influenced the American people during the 1930's. Quality of presentation, depth of research, and clarity of reason serve as criteria for evaluating evidence of understanding.
- Students read a novel which has impacted history (i.e. *Uncle Tom's Cabin*, *The Jungle*, *The Grapes of Wrath*, *All Quiet on the Western Front*, *The Octopus*). Students analyze the messages the authors attempted to convey and evaluate how these works impacted society at the time of their writing. Analysis of literature and ability to support arguments serve as criteria for evaluating evidence of understanding.

Production, Distribution, and Consumption

United States History

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. compare basic economic systems according to how they manage demand, supply, pricing, banks, labor and labor unions, saving and investments, the role of government, and capital.

2. apply economic concepts and economic reasoning to historical and contemporary social developments and issues.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students simulate a labor union, complete with an elected president, and create an agenda of issues that the workers want the company to implement. Students role-play as union members seeking a consensus on the final five issues for final negotiation. Participation and ability to support arguments serve as criteria for evaluating evidence of understanding.

- The class is divided into small groups. Each group prepares a cartoon opposing the New Deal. Some student groups are assigned the viewpoints of Long, Townsend, Coughlin, and business leaders of the time. Participation, quality of presentation, and selection of topics serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. make judgements about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.

2. identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in variety of cultural settings.

3. analyze how society and technology influence the core values, beliefs, and attitudes of society, and how, in turn, these societal elements shape scientific and technological change.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students are divided into groups. Each group selects a different environmental issue and creates a poster depicting that issue. Participation and quality of presentation serve as criteria for evaluating evidence of understanding.

- The teacher tells students that a major environmental problem is the amount of trash that people generate. To illustrate the problem, students are asked to think back over the day and list all the items of trash they have discarded so far. Students compile lists on the chalkboard and classify the kinds and amounts of garbage. Ask: "Which items could have been recycled or reused? Why didn't you do this?" Classification of items and analysis of daily waste practices serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe and analyze the effects of technology on the global community.
2. show how cultural elements such as language, art, music, and belief systems, can both connect people and cause misunderstandings.
3. explain conditions and motivations that contribute to conflict and cooperation between and among societies and nations.
4. describe and evaluate the role of international and multinational organizations in the global arena.
5. explain the relationship and tensions between national sovereignty and global interests.
6. illustrate how individual behaviors connect the global systems.
7. demonstrate an understanding of universal human rights, concerns, standards, and issues.

SAMPLE PROGRESS INDICATOR

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students compare the media coverage in the Spanish American War with modern day coverage of events (e.g., the Persian Gulf, Somalia, Panama, Bosnia). Students write individual papers sharing their ideas on how the media can shape public opinion. Quality of presentation serves as criterion for evaluating evidence of understanding.

GOAL Social studies should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. identify and interpret sources and examples of the rights and responsibilities of citizens.

2. analyze the role of dissent and related forms of citizen actions as efforts to influence and change public policy.

3. explain the origins and continuing influence of key ideals of the democratic republican form of government, including power, liberty, justice, equality, the rule of law, and individual human dignity.

4. demonstrate the ability to locate, access, organize, and use information about public issues.

5. participate in activities to strengthen the common good by advising others of possible options for citizen action.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students create a time line of the Civil Rights Movement from the Eisenhower Administration through the Johnson Administration. The students refer to it as they study these time periods. Quality of presentation serves as criterion for evaluating evidence of understanding.

- Students compare and contrast *civil disobedience* between World War I and the passage of the Espionage and Sedition Acts of 1917-18 and the Vietnam Era when civil disobedience was widespread. Students prepare presentations (e.g., charts, desktop displays, videos, articles) to illustrate the results of their research. Depth of research and quality of presentation serve as criteria for evaluating evidence of understanding.

- After viewing a video (e.g., *Relocation of Japanese Americans: Right or Wrong?*), the teacher leads a discussion on whether the security of the nation is more important than the rights of the individual. Participation and ability to support arguments serve as criteria for evaluating evidence of understanding.

- Famous photographer Ansel Adams produced a remarkable record of the population and way of life at the internment camp at Manzanar, California. Adams published his photo essay in a book called *Born Free and Equal*. Copies of the book were burned in protest by outraged citizens who did not think Japanese Americans should be "free and equal." Students are asked to draw a picture or write a statement about the relationship between art and social and political controversy. Quality of presentation serves as criterion for evaluating evidence of understanding.

Production, Distribution, and Consumption

Economics

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. describe the role that supply and demand, prices, incentives, and profits, play in determining what is produced and distributed in a competitive market system.

2. compare basic economic systems according to how they manage demand, supply, prices, banks, labor and labor unions, saving and investments, the role of government, and capital.

3. explain how the scarcity of productive resources (natural, human, and real capital goods) requires the development of economic systems to make basic decisions about how goods and services are produced and distributed.

4. explain and illustrate how values and beliefs influence economic systems.

5. describe the various economic institutions that constitute economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations).

6. describe the role of specialization and exchange in the economic process.

7. apply economic concepts and economic reasoning to historical and contemporary social development and issues.

8. apply knowledge of the production, distribution, and consumption process to a particular issue (e.g., the allocation of health care, or the consumption of energy) and devise an economic plan for accomplishing a socially desirable outcome related to that issue.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- The teacher brings 20 dozen donuts to class. A limited amount of play money is distributed and students buy and sell the donuts. Students discuss their experiences in dealing with the distribution of a limited amount of capital. Participation and ability to support arguments serve as criteria for evaluating evidence of understanding.

- Working in small groups, students research and identify five goods or services that have gone up or down in price during the past year. For each one, students prepare an oral report that describes the change in supply and demand that may have caused the price change. Depth of research and quality of presentation serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. analyze and explain ideas and mechanisms to regulate territory, manage conflict, and establish order and security.

2. evaluate the extent to which governments achieve their stated ideals, and policies at home and abroad.

3. identify and explain the purposes of government.

4. compare various political systems - their ideologies, institutions, processes, and political cultures.

5. explain conditions and motivations that contribute to conflict and cooperation within and among nations.

6. explain and apply ideas, theories, and modes of inquiry drawn from the study of economics to the examination of persistent issues and social problems.

7. evaluate the role of technology (e.g., transportation systems, weapons systems, communication systems, and information systems) in contributing to creating and resolving conflicts.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students prepare and conduct a debate on whether the United States should adopt a balanced budget amendment to the Constitution. Participation, depth of research, and ability to support arguments serve as criteria for evaluating evidence of understanding.

- Students prepare a panel discussion on whether protectionism is or is not vital to the United States' economic health. Participation, depth of research, and clarity of reason serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. describe and analyze the effects of technology on the global community.
2. analyze the causes, consequences, and possible solutions to persistent contemporary issues and emerging global issues such as health, security, resource allocation, economic development, and environmental quality.
3. explain conditions and motivations that contribute to conflict and cooperation between and among societies and nations.
4. describe and evaluate the role of international and multinational organizations in the global arena.
5. explain the relationships and tensions between national sovereignty and global interests.
6. illustrate how individual behaviors connect the global systems.
7. demonstrate an understanding of universal human rights, concerns, standards and issues.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students list imported goods they have in their home. Using the assumption that there was no world trade, students create another list of possible American-made substitutes. Students then compare the lists. Students prepare presentations which examine why some products are bought from foreign sources over American sources. Depth of research, quality of presentation, and ability to support arguments serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of culture.

PERFORMANCE OBJECTIVES

All students will:

1. explain how Earth's physical and human systems are connected and interact.
2. use mental maps to put people, places, and environments in their spacial context.
3. predict how data and experiences may be interpreted by people from different cultural perspectives and frames of reference.
4. map characteristics, distribution, and migration of human populations.
5. map culture as an integrated whole that relates traditions, beliefs, values, behavior patterns, and artifacts.
6. explain the diffusion of language and culture, and the function of language in transmitting culture.
7. explain through data displays, including maps, where individuals and groups have responded to change in particular ways on the basis of shared assumptions, values, and beliefs.
8. map both cultural differences and cohesion within and among groups.
9. interpret patterns of behavior reflecting values and attitudes that contribute, or pose obstacles, to cross-cultural understanding.
10. interpret patterns and networks of economic interdependence within and among nations.
11. construct reasoned judgements about specific cultural responses to persistent human issues.
12. analyze the consequences of the interaction between human and physical systems.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students develop case studies to illustrate how the physical environment of an area is related to everyday life (e.g., the impact of dumping hazardous wastes in sites near suburban subdivisions, the consequences of deforestation on the emigration of Haitians to the United States, or land use decisions about the location of a major sports complex). Students present their findings to the class. Quality of presentation serves as criterion for evaluating evidence of understanding.

Time, Continuity, and Change — Geography

GOAL Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

PERFORMANCE OBJECTIVES

All students will:

1. demonstrate that historical knowledge and the concept of time are socially influenced constructs.

2. apply key concepts (such as time, chronology, causality, change, conflict, and complexity) to explain, analyze, and show processes of human settlement patterns and functions.

3. identify and describe selected periods or movements of significant historical change within and across cultures such as the development of ancient river valley civilizations, the rise of the nation-states, or the Industrial Revolution.

4. map patterns and networks of economic interdependence on Earth's surface.

5. seek, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures to interpret the present and to plan for the future.

6. analyze forces of cooperation and conflict that shape the division of the Earth's surface.

7. apply geographic themes to interpret the past.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students use maps to demonstrate that changes in the elements of a region may alter boundaries (e.g., shifts in population; environments; and political, economic, and cultural features). Quality of presentation and clarity of reason serve as criteria for evaluating evidence of understanding.

- Students use maps to identify causes and effects of changes in the world's political boundaries over time. Quality of presentation serves as criterion for evaluating evidence of understanding.

- Each student writes an essay describing relations among regions (e.g., neighborhoods in a city, suburbs to the metropolitan area, a northern hemisphere region to a region in the southern hemisphere). Students share their products with each other. Quality of presentation serves as criterion for evaluating evidence of understanding.

People, Place, and Environment

Geography

GOAL Social studies programs should include experiences that provide for the study of relationships among people, place, and environment.

PERFORMANCE OBJECTIVES

All students will:

1. define, use, and apply the geographic themes of location, place, human-environment interactions, movement, and region.

2. map and analyze the characteristics, distribution, and migration of human populations on Earth.

3. apply elements of scale, symbols, and direction in the creation and use of maps to put people, places, and environments in their spatial context.

4. read, infer from, and construct visual representations of geographic information (e.g., maps and globes) using scale, symbols, direction, etc.

5. apply key geographic dimensions of culture, such as region, diffusion, ecology, and integration to analyze the nature and complexity of Earth's cultural mosaic.

6. demonstrate the use of geographic tools and resources (e.g., maps, atlases, computer data bases, and other programs).

7. infer ways that the natural and built environments interact with culture using a variety of experiences (including field study) and a variety of sources (including works of art and literature).

8. know and understand that people define regions and use them to interpret Earth's changing complexity.

9. explain how historical events in all cultures have been influenced by physical and human geographic factors.

10. identify the social economic effects of environmental changes and crises on communities.

11. demonstrate how to use maps, globes, and other geographic tools and technology to acquire, process, and report information from a spatial perspective.

12. propose and evaluate alternative uses of environments and resources.

13. describe in several forms, including maps, past and current patterns of global connections and interdependence, and project likely future trends.

14. analyze the ways humans have created places (homes) through their interactions with the environment.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students prepare diagrams illustrating different physical cycles, such as plate tectonics, cartion cycle, hydraulic cycle. Students display their work at a science exhibition or other function and explain their displays. Quality of presentation serves as criterion for evaluating evidence of understanding.

- Students divide up and debate how agricultural policies and practices have affected various environmental systems (e.g., water quality and soil quality). Depth of research, clarity of reason, and ability to support arguments serve as criteria for evaluating evidence of understanding.

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Individual Development and Identity — Geography

GOAL Social studies programs should include experiences that provide for the study of individual development and identity.

PERFORMANCE OBJECTIVES

All students will:

1. map and articulate personal connections to time and place.
2. apply geographic themes (location, place, movement, human-environment relationship, region) to interpret the past.
3. map the ways family, religion, community, ethnicity, nationality, socioeconomic status, and other group influences contribute to the development of a sense of self.
4. identify and analyze the influences of various historical and contemporary cultures on an individual's daily life.
5. map the human characteristics of ethnic neighborhoods or settlements.
6. develop and test hypotheses about the diffusion of languages, impact of inventions, and the spread of HIV disease.
7. predict the course of diffusion of an innovation or phenomenon given information on potential barriers and factors of acceptance.
8. assess the impact of regional change on the daily lives of people.
9. identify or interpret examples from literature or film of how people express attachment to place and exhibit a sense of belonging.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- In groups, students identify and interpret examples from literature or films of how people express attachment to place and exhibit a sense of belonging in certain places or regions. Students prepare projects sharing how they are connected with their homes and communities. Participation, quality of presentation, and identification of connections serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should provide for the study of the interaction among individuals, groups, and institutions.

PERFORMANCE OBJECTIVES

All students will:

1. use aerial photographs to gather data on land uses in a settlement, select appropriate categories for a land use map, and create a map based on the data.

2. choose valid criteria to measure the level of human modification of the physical environment in different regions (e.g., urbanization, percent labor force in manufacturing, consumption of energy per person, transportation and communication facilities per person) and prepare maps at different scales to display the data and discuss implications.

3. analyze and compare the shape of cities in the United States to suggest factors which influence urban morphology (e.g., transportation routes, physical barriers, zoning regulations).

4. compare dispersion of settlement in rural areas.

5. read a narrative describing changes in land use in a region over time and the consequences of this on the human population (e.g., Steinbeck's *Grapes of Wrath* or Michener's *Chesapeake*) and suggest a plan that would have prevented negative consequences.

6. use diagrams and flow charts to illustrate the ever-worsening cycle of poverty in regions of uneven development (i.e., circular manner in which increases in human population impose pressure on physical and human systems which in turn make conditions worse).

7. compare possible reactions to an economic activity that involves risks to human health.

8. evaluate the effectiveness of human attempts to limit damage from natural phenomena and explain ways in which people who live in naturally hazardous areas adapt to their environment.

9. use photographs, city zoning maps, interviews, county histories, or other data sources to assess changing attitudes toward land use and the environment in a community.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students write a newspaper editorial concerning problems of stereotyping places, regions, or groups. Students contribute to a group newspaper publication and share their editorials in the class or beyond. Quality of presentation, clarity of reason, and ability to support arguments serve as criteria for evaluating evidence of understanding.

- Students choose various perspectives (e.g., of a homeless person, a business person, a taxi driver, a police officer) from which to describe and interpret a region. Students present their chosen viewpoints before the class in various ways (e.g., a video, a display, an essay, a poem). Quality of product serves as criterion for evaluating evidence of understanding.

Production, Distribution, and Consumption — Geography

GOAL Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

PERFORMANCE OBJECTIVES

All students will:

1. use several different maps to account for selected consequences of human-environment interactions (natural hazards, desertification).

2. explain and illustrate the changes in the meaning, distribution, and importance of resources.

3. use maps that show the diffusion of ideas, products (e.g., coffee, tea, rice, textiles), and capital to develop generalizations regarding their patterns.

4. create appropriate maps and other data displays to describe the role of specialization and exchange in the economic process.

5. map ways in which population density varies in relation to resources, urban and rural places, and agricultural land use.

6. analyze the characteristics of distribution of ecosystems on Earth's surface.

7. use maps of agricultural land use in a variety of regions to draw conclusions about distance from market, value of product, and agricultural production.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students write a report and explain how and why land is zoned for various uses and identify potential sources of conflict regarding zoning decisions. Quality of product and clarity of reason serve as criteria for evaluating evidence of understanding.

- Students research advantages and disadvantages of allowing a foreign owned business to purchase land, operate factories, or conduct other business operations in the United States. Students choose sides and debate various viewpoints on the subject. Quality of product and clarity of reason serve as criteria for evaluating evidence of understanding.

- Students research and use consumer travel behaviors to identify market areas around major businesses (e.g., supermarkets, malls, banks, amusement parks). Students analyze these areas and determine what types of businesses will do best in which areas. Students select one area and write a paper explaining the pros and cons of establishing a particular business in that area. Quality of product and clarity of reason serve as criteria for evaluating evidence of understanding.

Power, Authority, and Governance — Geography

GOAL Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

PERFORMANCE OBJECTIVES

All students will:

1. analyze local community groups' use of social, economic, and political space.
2. use cases studies to examine how conflict or cooperation may lead to division of space (e.g., forming regional planning districts, regional school districts, free trade areas by treaty).
3. research the causes of boundary conflicts and internal tensions between culture groups and evaluate alternatives for resolving them.
4. provide explanations for why some countries are landlocked (e.g., wars between rival countries, isolation due to sizes of land masses, distribution of culture groups).
5. compare the ways nations and organizations respond to conflicts between forces of unity and forces of individuality.
6. use census data to explain changes in the distribution of congressional districts and representatives among states in the United States.
7. use case studies of political conflict to identify factors contributing to political problems in countries (different religions, multilingualism, short common history).
8. research and report on the spatial extent, organization, and rise and fall of an imperial power (e.g., Roman Empire, Mayan Empire).
9. research provisions of international law and explain reasons for dividing the world's oceans among countries (e.g., control, access through narrow passages, use of marine resources - living and nonliving).
10. locate and explain the functions and symbolic importance of capital cities.
11. describe countries with unique spatial arrangements which create political challenges (e.g., very large countries, fragmented countries, irregular shaped countries, landlocked countries).

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students write a case study to discuss a civic problem (e.g., widening a major arterial roadway, construction of new schools, location of correctional facilities or new shopping centers) involving multiple agencies and organizations at various levels of authority. Students invite local official to explain the role their agency plays in the process under investigation. Students present their findings through displays, including maps, charts, and graphs. Quality of product and clarity of reason serve as criteria for evaluating evidence of understanding.

- Students research the historical and geographical basis for the current state boundaries. Students hypothesize the possible realignment of boundaries based on geographical, rather than political, factors. Working in groups, students create maps illustrating the new boundaries and present a proposal to the class, explaining reasons for the new alignment. Quality of product and clarity of reason serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

PERFORMANCE OBJECTIVES

All students will:

1. correlate information from various media to transform primary data into maps, graphs, and charts.

2. choose and give reasons to use GIS, satellite imagery, or other geographic technologies to analyze selected problems.

3. generate computer maps to explain population distribution, hunger, pollution, or trade.

4. map the location and diffusion of major ideologies and economic systems.

5. develop maps and graphs to interpret the relationship of varied perspectives about human societies and the physical world within and between regions (e.g., transportation networks, time to travel distance).

6. formulate strategies and develop policies for influencing public discussions associated with technology-society issues (e.g., the greenhouse effect).

7. collect, compare, and explain the significance of maps from different sources (e.g., media, business, government, industry, military).

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students make posters illustrating how energy, transportation, and communication technologies have changed the environment. Each student develops a timeline to appraise the level of impact humans have had on physical systems over time. Quality of product serves as criterion for evaluating evidence of understanding.

- Students research and explain how strip mining has allowed access to subterranean resources while often increasing soil erosion, water contamination, and habitat destruction. Students analyze the impact of strip mining and suggest solutions to problems caused by current mining processes. Quality of presentation and clarity of reason serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of global connections and interdependence.

PERFORMANCE OBJECTIVES

All students will:

1. trace changes in global environmental characteristics over time and link these changes to human systems.

2. create appropriate maps and other data displays (e.g., tables, graphs, charts, diagrams) to depict current world events.

3. map global circulation systems for the atmosphere and oceans to show their relationships to human settlements.

4. compare attitudes about environmental issues based on different perspectives in the U.S. and elsewhere.

5. compile data which describe cause and effect relationships in physical/human systemic interaction (e.g., how the systemic oscillations in the El Nino/La Nina affect climate, agriculture, ocean currents, fish, the fishing industry, supplies of fertilizer, and agricultural productivity).

6. evaluate the effectiveness of human attempts to limit damage from physical system events and explain ways in which people who live in naturally hazardous areas adapt to their environment (e.g., construction of sea walls to counter the storm surge related to hurricanes, the use of earthquake resistant construction techniques in California and Japan).

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students research and create a map showing the large scale migration of several groups (e.g., European colonists and African slaves to American, movement of people from drought areas in Africa, movement of people from East Asia to North America). Quality of presentation serves as criterion for evaluating evidence of understanding.

- Students identify and map changes in the nature of international partnerships and alliances since 1945. Accuracy of data displayed and quality of presentation serve as criteria for evaluating evidence of understanding.

- Students write a feature length newspaper article using primary and secondary data to assess a regional or global environmental issue. The article should include a description of the issue, reasons people are concerned, an insert map, references to documented and suspected environmental impact, and the potential advantages or disadvantages of alternative solutions. Depth of research, quality of presentation, and clarity of reason serve as criteria for evaluating evidence of understanding.

GOAL Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

PERFORMANCE OBJECTIVES

All students will:

1. analyze patterns of global development (e.g., the characteristics and location of the world's more developed regions versus those of less developed regions)

2. gather and present data showing the positive and negative aspects of development in selected regions of the world (e.g., the timber industry in Malaysia results in an improved economy but significant deforestation in the country).

3. evaluate present land use in a settlement and present reasoned recommendations for change.

4. develop case studies relating sustainable development to the world's present and future needs.

5. explain the concept of sustainable development from several perspectives (e.g., physical, economic, humanitarian).

6. explain the relationship between resource use and equity (i.e., for future generations, and for the world's present population where access to natural and social resources is unequal).

7. evaluate significant contemporary problems from a spatial point of view (e.g., population and human development, food and agriculture, oceans and coasts, weather and climate).

8. defend the importance of incorporating a spatial perspective to understand issues and propose solutions, and give examples to support this point of view.

9. analyze important spatial elements in selected issues (e.g., trade, resource consumption and waste generation patterns, voting behaviors, regional conflicts).

10. test the hypothesis that domestic affairs and events in the United States and elsewhere are linked to a global system of causes and effects.

11. participate in activities to strengthen the common good by advising others of possible options for citizen action.

SAMPLE PROGRESS INDICATORS

All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

- Students use a case study to examine examples of conflict and cooperation leading to division of space (e.g., formation of regional planning districts, regional school districts, boundaries of counties, treaties establishing a free trade area). Students identify and chart local examples of such interactions in their own community. Identification of examples and quality of presentation serve as criteria for evaluating evidence of understanding.

- Students research provisions of international law and explain reasons for dividing jurisdiction over the world's oceans among countries (e.g., control over and access through narrow passages, use of living and nonliving marine resources, reduction of conflicts among neighboring states). Students map selected areas to show areas controlled by individual nations and areas considered "international waters." Quality of presentation and accuracy serve as criteria for evaluating evidence of understanding.

- Students write an essay describing relations among regions (e.g., neighborhoods in a city, suburbs to the metropolitan area, a northern hemisphere region to a region in the southern hemisphere). Students analyze and chart what roles production, finance, transportation, and communications play in these relationships. Quality of presentation and clarity of reason serve as criteria for evaluating evidence of understanding.

Secondary Exit Performance Standards

The Secondary Exit Performance Standards for high school graduates require mastery of basic skills and subject knowledge. Students' proficiency in these Performance Standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- The communication addresses issues clearly and directly.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.
   - Form -- The chosen form of communication conveys the intended message.

- Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.

2. **An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- The student reads with accuracy and understanding.
- Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Information is effectively organized using clear criteria to select materials.

3. **An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.
- Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.

5. **An Idaho high school graduate critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified, and ideas for improvements are discussed.

6. **An Idaho high school graduate demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated

- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.

- Responsibility -- Responsibility for personal actions is demonstrated.

- Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.

- Skills of Strategic Learner -- A variety of strategies for learning are developed and used.

Bibliography

The Framework Writing Committee appreciates and recognizes the sources and resources used in the development of this document, as listed below.

Senior High School Improvement, Draft Copy, National Study of School Evaluation

National Geography Standards, Draft Copy, The Geography Education Standards Project, administered by the National Council for Geographic Education, 1600 M Street NW, Washington, DC 20036

National History Standards Project, Draft Copy, National Center for History, University of California - Los Angeles, Moore Hall #334, 405 Hilgard Avenue, Los Angeles, CA 90024

National Standards for Civics and Government, Draft Copy, Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302

Economic Standards, National Council of Economics

Social Studies Standards, Draft Copy, National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016-3167

Adopted Social Studies Textbooks through the Idaho State Textbook and Improvement of Instruction Committee - Attn: Executive Secretary, Idaho State Department of Education, PO Box 83720, Boise, ID 83720-0027

Idaho Fourth, Eighth, and Twelfth Grade Benchmarks, as identified by the Idaho State Goals and Testing Commission

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